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ABSTRACT

This document attempts to provide guidelines for discovering giftedness in a preschool population and for setting up a program of instruction for kindergarten gifted children. Theoretical and operating principles for a gifted kindergarten program (Project Challenge) in Hollidaysburg School District, Pennsylvania are described. Preschool screening and identification information, psychological testing, and reporting the results to parents are first steps in the program. Initial evaluation then proceeds to and is incorporated into ongoing observation. A section on classroom organization describes the physical environment, materials used, routines, schedules, lesson plans, and the teacher's role. Procedures used to plan lessons and incorporate them into the daily schedule are reviewed, and a week's sample lesson plans are provided for thinking skills and talent lessons (intellectual, reading, math, science, creative, leadership, art, music, and psychomotoric). Appended material includes information on characteristics of gifted and talented preschoolers, and a discussion of differentiated programming. (CL)

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Project Challenge: Teaching the Kindergarten Gifted Child

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PREFACE

Rationale for Project Challenge: Teaching the Kindergarten Gifted Child

Dr. Benjamin S. Bloom wrote "....in terms of intelligence...about 50% of the development takes place between conception and age 4, about 30% between ages 4 to 8, and about 20% between ages 8 to 17...as much of the development takes place in the first four years of life as in the next 13 years".

In light of this research, there still seems to be a noticeable lack of programs for the gifted child in the early years of school because many teachers entertain the philosophy that pupils of this type "can get it on their own". Torrance's research on kindergarten gifted education at the University of Georgia, indicates that this does not happen unless appropriate differentiated educational opportunities are afforded them. The philosophy that these students can succeed without outside intervention needs to be corrected and educators supplied with pertinent practical help for challenging the gifted and talented student in the early years of school. The exposure to satisfying learning opportunities at the very outset for the kindergarten gifted child is especially crucial to insure a sound basis for psychological health, motivation for learning and continued educational accomplishment.

UNDERLINING PHILOSOPHY OF KINDERGARTEN GIFTED PROGRAM

The basic premises which underly our preschool program, together with some specific implications of each one, are presented below:

1. Children have a natural desire to learn, which is maximized when new experiences are optimally matched with the individual child's previous experiences and existing level of understanding. Attention, memory, and comprehension are enhanced when each new experience builds upon and expands previous experiences.

Implications:

- A. Through extensive observation, teachers become aware of each child's existing level of competence or understanding in cognitive, social and motor skills so that learning experiences can be planned appropriately.
 - B. Group learning experiences are designed so that individual children can absorb the experience on different levels.
 - C. Children are permitted considerable freedom in choosing activities, activities which fail to engage a child's interest are reevaluated. At times, children may need direction and encouragement to develop mastery of basic skills sufficient to enjoy an activity for its own merits.
 - D. Learning experiences are planned in coherent, related sequences spanning hours, days, and weeks. However, teachers are also ready to elaborate on the children's enthusiasms as they occur.
2. Although young children can and do learn by quietly watching and listening, many ideas and skills are best learned when children have opportunities for active involvement--for touching, talking, and testing things on their own. Active involvement in learning may take place on an abstract or verbal level, as when children are given opportunities to predict what might happen in a given situation, or to synthesize or evaluate what a teacher has said. Nonetheless, concrete materials provide an excellent opportunity for involving children in the learning process.

Implications:

- A. The preschool environment includes a diverse array of materials which children can use for exploring on their own and with the teacher's guidance.
- B. Teacher demonstration and explanations are accompanied by opportunities for children to manipulate both materials and ideas.

- C. As children progress in their exploration of materials, teachers add new materials and change the physical environment to accommodate the children's developing sophistication.
3. A child's tendency to perform particular behaviors is affected by the intrinsic interest of different activities, the extrinsic consequences produced by behavior, and the behavioral models provided by teachers and other children. In general, children will tend to repeat behaviors which are followed by attention from people they know and like.

Implications:

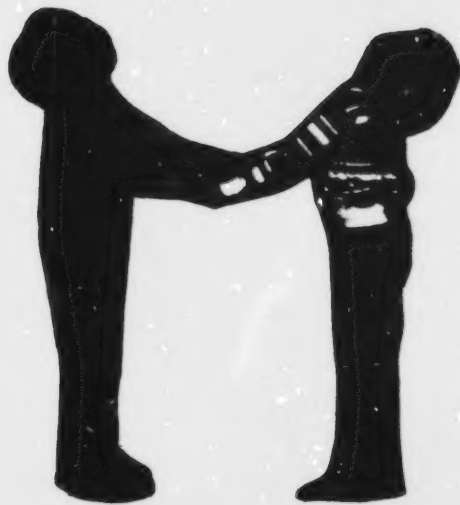
- A. Teachers focus their attention on the positive, constructive behaviors demonstrated by each child, and ignore less desirable, destructive behaviors whenever possible.
- B. Teachers demonstrate social as well as cognitive skills, and arrange opportunities for children to observe each other engaging in constructive behavior.
- C. Teachers lead children in discussion of the reasons why some behaviors are more appropriate than others. Such discussions are held during times when appropriate behavior is occurring.
4. Children learn from each other. They learn skills by observing each other, and they communicate information to one another. In addition, the egalitarian nature of peer interaction provides a unique forum for the development of cognitive and motor as well as social skills. Communication skills are improved when children have ample opportunity to practice exchanging information with a variety of companions.

Implications:

- A. The physical environment of the preschool is structured to facilitate cooperative group activity.
- B. Teachers encourage and create opportunities for cooperative play and conversation. Children are encouraged to present their own ideas for group discussion and to comment on ideas presented by teachers and by other children.



ASSEMBLING the CAST



"Oh boy, here we go again. Another bock to teach us what to teach and how to teach it. Don't they know we have to stay within the guidelines of our own district? These things are never realistic or practical."

"Gifted Kindergarten! You've got to be kidding."

"Who needs an elitest preschool program? What's wrong with the regular program?"

"If the kid's that smart, why not put him into first grade. He can handle it socially.....can't he?"

"You know just once I'd like to see a program guide that tells me the practical side of setting up a program-how much it's going to cost and where to get the materials. I don't want to be hemmed in by being told what to do day by day-I thought they hired me to teach children not lessons out of a manual."

"It's OK to do that kind of stuff when you have all that federal money, but a little district like ours can't invest all that money in preschoolers."



INTRODUCTION

Project Challenge: Teaching the Kindergarten Gifted Child is a Title IV-C program which began in September, 1979 and was projected for three years. The key emphasis of the project was to develop a curriculum structure to meet the needs of kindergarten gifted children. The information available for working with gifted five-year-olds is sketchy at best. At this level most programs are watered down versions of primary programs.

In many instances, the proper placement for a gifted five-year-old is thought to be in a first grade gifted class or, if this is unavailable, then the child could be placed in a regular first grade. This attempt at providing for the child is often thought to be enough.

There are also available, in limited areas of the country, programs specifically for preschool gifted children. These curriculums are all-encompassing. They are teacher's guide and lesson plan all in one. They provide for individual differences within the specific curriculum and they stress higher levels of thinking. However, they are not easily adapted to school district use since they do not take into account the fact that most teachers are bound, to a certain degree, to the kindergarten curriculum which exists within their own district.

This guide is an attempt to provide guidelines for discovering giftedness in a preschool population and for setting up a program of instruction for kindergarten gifted children. A district does not need the funding that was made available for the project nor do they need to totally revamp their curriculum for these children.

The Guide is a useful tool for working with children. There is space for much creativity and imagination within its guidelines. Likewise there is room for teaching basic skills without losing sight of the special talents of these children.

"Those kids ought to be allowed to play with other children their own age. There's time enough for all that exotic intellectual stuff later!"

This project has been a very delightful experience for those of us fortunate enough to work with these children. They have taught us much more than we could hope to teach them. Our experiences during the three years of the program have reassured us that a program for kindergarten gifted children is not only appropriate but necessary and that we are on the right track in working with them.

BACKGROUND INFORMATION

*"There fancy programs are always in the big cities.
It could never work out here."*

*"There are other programs for gifted kindergarteners
in the country. Why my sister-in-law's neighbor's
doctor's daughter attends some fancy school for gifted
five-year-olds...but of course that's in a big city."*

*"All children do the same in kindergarten. They
don't need to learn to read the encyclopedia at age five."*

Project Challenge was implemented in Hollidaysburg, PA. Hollidaysburg School District, located in Intermediate Unit 08, provides programs for the gifted child from kindergarten through grade 12. This alone is unusual, and the fact that the district is in a rural area is more amazing.

The children in the class come from five district schools. Class size during the duration of the project varied from 15 to 20 children. They attended school from 9:00 a.m. to 2:00 p.m., five days a week. This arrangement permitted more individual instruction for the children. The project staff consisted of a program director, who was also the supervisor of the gifted in the district, the classroom teacher who was also responsible for compiling the curriculum guide and a guide for parents of preschool gifted children, and a program secretary who besides typing the Guide, acted as aide, lunch aide, go-for and general all-round assistant. Fortunately for the program, the personnel had the interest of the children as their main concern and were philosophically attuned to one another.



Dear _____

The _____ SCHOOL DISTRICT IN CONJUNCTION with the Intermediate Unit has a program for kindergarten children who show a high degree of mental potential. The main purpose of this program is to provide these children with a program that is stimulating, challenging, and exciting to them. It is not intended to accelerate kindergarten children. Your child _____ is a possible candidate for this program because of his/her performance in the preschool screening.

According to state law, before a child can be enrolled in a program of this nature, they must be tested by a school psychologist and demonstrate mental potential that would place them in the top two or three percent. A school psychologist will be contacting you in the near future to arrange a time and place for the testing of your child.

A meeting will be held in August for the parents of the final candidates in order to answer their questions and to explain this program in detail. After this meeting you can decide if you would like to place your child in the program. There is no obligation for you to do so.

We are looking forward to seeing you at the screening session. If you have any questions at this time, please don't hesitate to call.

Sincerely,

Elementary Supervisor
Hollidaysburg Area School District
695-5584

Supervisor
Intermediate Unit 08
695-5651

PRESCHOOL SCREENING

District Program Project Challenge was fortunate in that Hollidaysburg School District uses a preschool screening program for kindergarten. Pennsylvania is one of the few states that does not require a child to be six years of age before starting first grade. Consequently, our kindergarten children are younger than most. The cutoff date for entrance into kindergarten is October 30. A child must be five by that date. Some districts have chosen to move the cutoff date back to October 1, or to September 1. Hollidaysburg uses the screening program to weed out potentially immature children and to identify those children who should be taken care of by special programming.

Children are registered for kindergarten in late April or May. At that time, the parent is given a day and time for their child to be given the preschool tests on a one-to-one basis by school personnel. Each child is given four tests which take approximately one hour to administer. The tests are the ABC Inventory, the Cooperative Preschool Inventory, the Peabody Picture Vocabulary Test, and the Riley Preschool Development Screening Inventory.

All tests, except the Riley Preschool Development Screening Inventory, have local percentile scores computed each year. Percentile scores are derived from raw scores on the ABC Inventory and the Cooperative Preschool Inventory. Percentile scores on the Peabody Picture Vocabulary Tests are derived from the I.Q. score.

Students who have scores that place them at or above the 75th percentile on two of the three tests (ABC, CPI, and PPVT) are referred to the school psychologist for an Individual Psychological Evaluation.

The results of these tests have been extremely useful in discovering children for the kindergarten gifted class. On occasion, a parent has pushed for a child to be given the IQ test regardless of the results of these tests, but their validity has stood up.

The parents of those children who score on or above the 75th percentile are informed by way of a letter that their child is being considered for placement in the program (see pg. 4). The next step is to test the children and discover which ones are eligible for the program.

Because not all school districts use this method of screening or even screen preschoolers, it will not be as easy to discover gifted children in a preschool population. Research is presently being conducted by the project for the purpose of discovering which of the preschool tests is most likely to discover giftedness in a preschooler. Once this information becomes available, it may be possible for a district without a preschool screening program to use only one test to discover potential candidates for a kindergarten gifted class. See page 109 for companies and price lists for these tests.

REQUEST FOR PERMISSION TO EVALUATE

Name and Address of Parent/Guardian
Student or Surrogate Parent:

Name and address of School District and
Responsible Official:

Dear _____:

(Complete name of student, parent, guardian or surrogate parent)

_____ would like to provide an evaluation for

_____ School District

to assure that he/she has an appropriate

(Student's complete name)
education program.

The student has been referred for evaluation for the following reasons:

Our plan for evaluation includes
Type of Test/Procedure

Proposed Date of Evaluation

You have the right to see and study all the information in the student's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with the evaluator (s) to discuss the recommended referral and/or the evaluation procedures. To obtain the student's records or to arrange a conference you may call _____

Specify staff member, phone

_____ number and hours which he can be reached

If this evaluation shows that the student is eligible for special education programs and services, we will ask for your assistance in preparing an individualized education program.

You may already have enough information to reach a decision about the evaluation without reviewing the student's records or requesting a conference. If this is the case, please indicate your decision by signing in the appropriate space.

(over)

If you agree to an evaluation as outlined above, please sign here:

Signature of student, parent,
guardian or surrogate parent

Date

Signature of parent, guardian,
or surrogate parent

Date

If you do NOT agree to an evaluation, as outlined above, at this time, please sign here. We will contact you to arrange a personal conference as soon as possible. You also have the right to request a hearing concerning this proposed evaluation.

Signature of student, parent,
guardian or surrogate parent

Date

Signature of parent, guardian,
or surrogate parent

Date

Please return this letter in the enclosed envelope within 10 days of receipt. Thank you for your cooperation.

PSYCHOLOGICAL EVALUATION

Children who have scores that place them at or above the 75th percentile on two of the three tests (ABC, CPI, and PPVT) given during the preschool screening should be referred to the school psychologist for an individual Psychological Evaluation. See page 7. The tests used for Project Challenge consisted of the Stanford-Binet Intelligence Scale, Form L-M, the Draw-A-Person, the Wide Range Achievement Test and the Vineland Social Maturity Scale (using the child's self report). Children scoring equal to or greater than 130 were selected for entrance into this program. Other children who performed close to the criteria of an IQ of 130 and who exhibited other exceptional characteristics could also be selected for this type of program. An example of this might be a child with highly developed academic or verbal skills. In order to make the final decision on extending the opportunity to participate in this program, a multidisciplinary team would meet to review the data accumulated on these borderline children. This team consists of such people as the gifted supervisor, psychologists, and district supervisor and counselor.

"The next child I want to bring to your attention is Angela. Everyone who has met her has been very impressed with her verbal skills. She's the only five year old capable of selling me the Brooklyn Bridge."-gifted supervisor.

"I know what you mean. She arrived for her Binet very relaxed and confident. She helped me set up for her test and reassured me throughout the test. I was shocked that she only scored a 128."-school psychologist.

"When I met her I assumed she had probably scored the highest in the test group. I think we need to seriously consider placing her in the gifted kindergarten."-counselor.

In an effort to determine which tests or combination(s) of tests would best predict a child's Stanford-Binet Intelligence Scale IQ, and, therefore, increase the "hit rate" in identifying gifted kindergarten children, a multiple regression analysis was undertaken. The variables included in this analysis were each child's performance in response to the PPVT, the CPI, the ABC, the Riley Preschool Inventory; other factors included in the analysis were the child's sex, the child's age and the parents' socio-economic status (comprised of the occupation and education of the head of the household). The results of this multiple regression analysis performed over a two-year interval will be forthcoming at a later date.

Dear Mr. and Mrs. _____:

Recently I had the opportunity to conduct a psychological evaluation of your child, _____.

The purpose of this evaluation was to help determine eligibility to participate in an educational program at the kindergarten level for intellectually gifted children in the _____ School District. The evaluation was not intended to be an extensive, in-depth study but it did include an assessment of individual mental abilities with the Stanford-Binet, Form L-M, Intelligence Scale some assessment of academic skills developed to date, and an informal interview to sample some of the child's perceptions about interests, level of independence and readiness for school.

The testing results from the psychological evaluation were as follows:
Chronological Age: _____ yrs. _____ mos. Mental Age: _____ yrs. _____ mos.
Stanford-Binet, Form L-M, Intelligence Scale Resultant I.Q.: _____.

The multidisciplinary team, composed of an Intermediate Unit 08 school psychologist, program supervisor and guidance counselor, studied the available information and recommended _____ for the program.

It is important to remember that psychological evaluations of children at this age are not as reliable as evaluations conducted when children are older. This means that the results of evaluations conducted with children when they are older may vary considerably from the results at this time. The reasons for these variations are numerous and cannot be adequately reviewed in this report.

PARENT CONTACT

Once a decision has been made as to which children to offer the program to, the next step is to notify the parents. A copy of a sample letter is located on page 10 of this guide. It is very important to keep good records of addresses and to mail this type of correspondence out simultaneously as parents of children who are tested very naturally get excited as to the prospect of their child's inclusion in such a group. A letter should also be sent to the parents of children who did not make the program. Sometimes these parents have a difficult time dealing with this and need to be let down gently. They can give other kindergarten teachers a rough time since they often suspect that their child is losing out by not being included in the gifted program. They need to be reassured that they do have a bright child and that the kindergarten program for their child will be appropriate.

"Will my son get all the basics taught in kindergarten?"

"Is my kid gifted-he can't read?"

"What do they do that's different?"

"What if I don't like the program?"

"Can I visit the room?"

"Is my daughter going to be around other children?"

The best way to explain the gifted kindergarten program to the parents and to get their permission to include their child is with a general meeting. All the parents of children identified for the program should be invited to a meeting where they can have their many questions answered. With our parents, we used the following approach. The supervisor of the gifted chaired the meeting. He spoke to the parents of the nature of giftedness and of the characteristics of preschool gifted children. He explained to the parents what their rights were and that it was necessary for them to sign a form permitting their child into this special education program. The classroom teacher then spoke about the program. At this first meeting, we did not stress those things usually thought of as "enrichment". Too often the parents have only heard the negative comments about gifted programs and are very worried that their child won't get the basics. These parents need to be reassured that we do deal with basic education in the program. We touch on the forms we use to evaluate the children in this program-the ICRT, the Boehm Test, the talent checklist, and teacher observation. These will be discussed later in this guide. After the first year of the project, we showed slides which gave the parents a feel for the classroom. Also, after the first year of the project, we invited parents from the previous

year to speak to the prospective parents. Usually one or two of these had been people with serious reservations about the program who later became our greatest supporters. We also stressed that the parents were not only permitted but encouraged to come into the classroom at any time. We feel that this open door policy assured some parents that we had nothing to hide. This was followed by a question-answer time. After this, the parents were given the forms to sign and were asked to visit the classroom and talk informally with the teacher. Some parents signed on the spot. Others wanted the opportunity to discuss it with one another before making a decision. After this initial meeting, as a followup, the teacher contacted each parent and requested that they bring their child to school to meet with her and see their new classroom. This is a procedure followed by the district kindergartens, and we found it to be another way to get to know the parents and also to meet the children on a one-to-one basis. These conferences were scheduled about twenty minutes apart. The children were free to explore the room and the teacher was available to answer any questions posed by the visiting parent(s).

"Hi Mrs. Shepherd. You must be Megan. I'm your new teacher. Please come in the room and look around. This is our classroom and I think you're going to like it. You can check out the room or stay here with your mother while we talk. Do you have any questions or concerns, Mrs. Shepherd? Is there anything about Megan I should be made aware of? No don't worry. Megan won't break that sewing machine. We are going to dismantle it this first few weeks. Megan, there is a screw driver on the shelf under the table if you need it to work on the machine."

Once this initial screening, testing, and evaluation are complete and the forms are signed, you are ready to start the school year. What follows is a series of evaluative means we found to be of value in gathering information about the children in the program.

EVALUATION OF CHILDREN WITHIN THE PROGRAM

"OK...so you've identified this group of gifted five year olds. Now what do you do with them? Most of them can't read. They've never been in school before. You don't even know what they know. Where do you start?... Basics?...Enrichment?...Kindergarten Routines?"...

Once the children have been identified for the program and the necessary paper work has been completed, it is necessary to evaluate the individual children in order to set up a program centered around them. We suggest a four sided evaluation. The Individualized Criterion Reference Test (I.C.R.T.) in both reading and math gives information on basic skill levels in these two areas. The Boehm Test of Basic Concepts covers fifty common terms that we often assume children, especially gifted children, know. Since we are dealing with potentially talented children we also need to complete a talent assessment checklist on each child. The fourth evaluative means is that of teacher observation. This is just as important as the other three and often gives insight into a child that would otherwise be lacking. Using these evaluation procedures, the teacher will gather information on each child which will enable her to set up an individualized education plan that truly meets the needs of each child. The information gathered through this procedure will also help to determine the personality of the class as a group. Using this data, individual plans for each child and a program for the year can be developed using the existing curriculum guides of the district.



BOEHM TEST OF BASIC CONCEPTS

Because our children have been labeled gifted we often assume they know a great deal more than they really do. The psychologist has identified a potential ability and we get aggravated because it is not already obvious. Often, what a child at this age actually knows is clouded by the inability on his part to communicate this information orally. If he does not have a firm grasp on certain concepts, he is handicapped in sharing what he knows, understanding directions, and even in learning new information.

"I just can't understand it. He's supposed to be gifted...or so they tell me...but when I tell him to put his name at the top right hand side of his paper he just looks at me like he doesn't understand me. Sometimes I don't think these psychologists know what they are talking about."

Confusion over terms such as right and left, almost, equal to, separated, and least, which are commonly found in instructional material, can handicap a child both in school and in everyday life. The Boehm Resource Guide for Basic Concept Teaching offers a total program for teaching fifty basic concepts. Our experience has been that some of our children already knew all of the concepts and the other children knew most of them. Rather than teach the entire program to a gifted class, it makes more sense to pretest them to discover which children need help with certain terms, thus individualizing this aspect of their program.

"Poor Sue...I asked her to put her finished work on the table at the front of the room. When I checked the papers I couldn't find hers. She had to do the whole thing over again. Needless to say, her second attempt was a rush job and she did not do well. Sue went home today very upset and angry with herself. Ten minutes after she left, I found her original work on my desk at the side of the room. She just doesn't seem to follow directions well. I wonder what the problem is???"

The Boehm Test of Basic Concepts, developed by Ann E. Boehm, is designed specifically as a criterion referenced test. The test is easy to administer and takes approximately half an hour. It can be administered individually or in a small group. The tests are easy to check and a class record form is provided so the teacher can see at a glance which terms need to be taught to the whole group and which ones can be taught to individuals. This test can be administered early in the school year without difficulty.

The Boehm Test can be purchased from the Psychological Corporation for approximately \$9.25. This includes a package of 30 test booklets, directions, class record, and answer key. See page 110 for address and packaging information.



INDIVIDUALIZED CRITERION REFERENCED TEST

I.C.R.T.

"Everybody knows that gifted kids never get the basics! They get a lot of fun activities their teachers always label as "enrichment". They never get the basics. My nephew was in one of those programs and he's in sixth grade now and can barely read. Those teachers just don't understand that these kids need lots of drill in the basics before they give them all that icing."

Just like any other young child, gifted children need to learn certain basic skills in reading and math. However, within a class of gifted five year old children there is often a very wide range of ability. A teacher may be confronted with children reading at a fifth or sixth grade reading level and also with children who cannot consistently identify all of the upper case letters of the alphabet. Obviously, the typical kindergarten language arts program will not meet all the needs of this class. Yet the teacher must deal with the same problem faced by teachers since the first school bell rang--there is just not enough time to evaluate each child properly. In most instances, the teacher directs her lessons to those children in the vague middle area and hopes to have time to help those below this level and provide some stimulus for those above. This is difficult enough for the teacher who has an entire school day to work with her students. But what about the teacher who has a class of gifted kindergarten children for only four and a half hours.

In order to individualize reading and math, the teacher must have at her finger tips a list of the basic skills each child in her class knows and those the child needs to learn. The Individualized Criterion Referenced Testing Program, developed by Educational Development Corporation, fills this need. Each student is tested at his/her own level. The testing procedure at this level is time consuming but the results are well worth the effort. Since this is a test of basic knowledge, it can be administered very early in the year. There is no need to get to know the children well before testing.

Both the reading and math tests are administered in the same way. A child is given a series of five booklets at his approximate ability level. Each booklet contains sixteen questions measuring eight objectives.

(2 questions per objective). A computer answer sheet is filled out for each child's reading and math answers. Practice sheets and scratch answer sheets are also provided. When all testing has been completed, the answer sheets are sent to Tulsa, Oklahoma and a computer generated form is returned to the teacher.

Among other things, this computer information contains an individual report on each child with the skills he has been tested on broken down into skills he has mastered, skills he needs to review, and those he needs to learn. There are two copies of this information and one could be included with the parent's copy of the child's education plan.

"Wait till you see what I got at Andy's conference today. A computer sheet on what he knows in math and one for reading. There are a number of items he knew on the test. That's going to make him feel good about himself. The skills he needs to learn give us an idea of what he will be working on in school. I can't wait till I play golf with Sam on Saturday. He's always making cracks that my kid isn't going to learn to read in a hot shot gifted program. When he starts his usual loud mouthed criticism I'm going to shove these computer printouts under his nose!"

In order to facilitate teaching the objectives, there is also a computer generated form listing each objective tested and the names of the children who need instruction on that objective. Included also in the computer package are a listing of approximate working levels for each child and three correlations for other commercial reading and math programs. When sending in the answer sheet a teacher can choose to key in three programs already available to her or ones she is considering purchasing. On both the student sheet and the group sheet there will be listed five sources to teach the objective-two from Educational Development Corporation and the three the teacher has chosen. Information on how to use this computer information will be discussed in part two of this Guide.

"Mrs. Sparks, we know this gifted program is different than the other kindergartens in the district. However our School Board wants proof that you are going to teach basic skills."-Principal

Although there is an initial outlay of approximately \$400 for the testing program, the company charges only one dollar per child's test to be put through the computer. The test booklets themselves are reuseable and the skill levels can be used on up to the sixth grade in many instances. The company offers other materials in conjunction with the I.C.R.T. tests. Some of them will be mentioned later in this Guide.

PRESCHOOL TALENT CHECKLIST (RAPYHT)

"Rosemary was one of the most delightful children in our class last year. Because she was smaller than the other children and so cute everybody babied her. Her speech was poor and it just called more attention to her. We worked all year with her so that she would stand on her own two feet and demand her rights. She is extremely talented in math but without the checklist we would never have known this. She preferred to let others 'help her with her work.' When her family moved out of state, we warned her parents that it would not necessarily be easy to convince another school district that she was gifted. Rosemary's dad called me last night. The principal at her new school said that she can't be gifted-she can't read! Apparently Rosemary is becoming more withdrawn and her speech therapy seems to have come to a standstill."

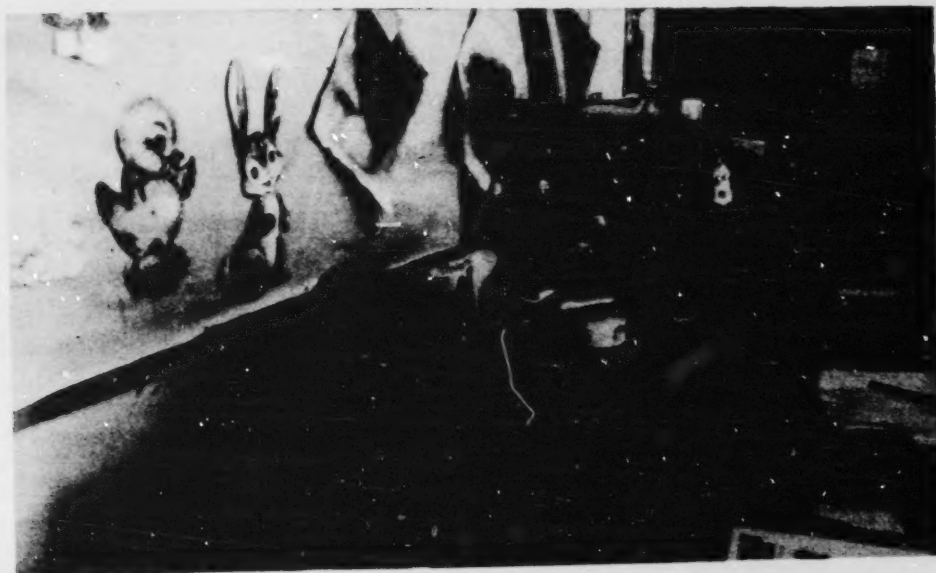
Having discovered what basic skills a gifted child needs to learn and also which concepts may be unknown to him, we also need to deal with the child's potential talents. Too often in our culture, gifted has come to mean intellectually superior. Gifted five year olds are expected to enter the classroom reading fluently. Recently, some educators have come to the realization that a child's gifts may include creativity and/or specialization in areas not traditionally thought to define giftedness. Likewise, some children may display their talents overtly while others are potentially talented in one or more areas.

The RAPHYHT Project (A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented) being developed at the University of Illinois by Merle B. Karnes and Associates can be adapted to the needs of a gifted kindergarten. This project attempts to discover potential talent in preschool handicapped children. Thus a child can take on a new image-no longer Ginny, the girl with braces on her legs-but Ginny, the math whiz.

The checklists which are an integral part of this program can assist a teacher in discovering potential talents in her gifted kindergarteners. The guides and checklists are inexpensive and can be purchased from the University of Illinois for a nominal cost. All eleven guides presently available total approximately \$30.00. Included are eight manuals providing a resource for working in the nine talent areas identified by this project. At this point we are only concerned with identifying talent within the class. Other sections of this guide will describe ways of using the information culled from the checklist. Included at the end of this Guide is a copy of

one of the checklists used by the RAPHYHT Project. We have found it to be very useful for working with a class of kindergarten gifted. We were fortunate in having the invaluable assistance of Mary Swoboda, Assistant Director of the RAPHYHT Project, as a resource person and sounding board when we chose to adapt their information for use with our project.

The checklist is not difficult to use. It does require that the teacher spend a certain amount of time observing her children in terms of the questions asked on the lists. The instructions clearly state that the teacher must keep in mind the age of the child. Quite often there is a year's difference in age from the youngest to the oldest child in the class and it would be unfair to rate them the same.



The children are rated in nine areas-intellectual, reading, math, science, creativity, leadership, art, music, and psychomotoric. The list takes into account that not all the children are very verbal and that some may only exhibit some of the characteristics which indicate a potential talent. It is important for the evaluator to consider each item on the lists separately and not be influenced by responses to previous questions.

Children whose talents are overt are always easy to spot. The child who is reading fluently the first day of school has already started to develop one of his potential talents. The child who organizes everyone

into an orderly line for dismissal and who comforts another child who is uneasy in the new school surroundings has a viable leadership talent. The teacher should be made aware of this talent and the need to plan lessons around it. But there are other children whose talents are more subtle. They sometimes appear to be misplaced in the gifted class. They may not read, they may not be very verbal, and yet these children may have potential talent in several areas. The checklist forces the teacher to step back and take a look at her children in ways she might never do otherwise. The results of this observation will also give the teacher insight into the personality of the class. If most of the children appear to be talented in science the teacher will have to plan many more activities in that area than if only one or two children have potential in science. Likewise, if a majority of the class scores high in reading, art, and music; creative dramatics will be a big part of the year's plans. Without knowing the makeup of her class, a teacher cannot honestly plan the year's activities. Each class may be entirely different than the one the year before. The teacher who teaches children, not subjects, must learn to deal with the necessary change needed for a class of this type.

Working with potential talents is only one phase of teaching the kindergarten gifted child. There are many activities in the classroom which will be directed at the whole class, activities at specific skill levels for certain children, and activities which are not "gifted". However, the teacher who attempts to meet the needs of her children and who wants to develop the potential which exists in each of her children must discover what talents her children possess and must learn how to integrate "Talent Lessons" into the whole picture.



OBSERVATION

Teacher observation of the children is as important as any of the other measures used to evaluate the children. This cannot be done the first few weeks of school but is an ongoing process which will occur throughout the school year. Each child has a complex personality and a unique way of dealing with school. Likewise, the class as a whole, has a personality which will influence what is included in the curriculum for that particular year and also how the program is carried out.

"I'm so angry. Those kids fooled around so much during math class that I didn't get the lesson finished. Now all my lesson plans for the rest of the week are messed up. They'll pay tomorrow. I'll work them twice as hard to catch up with my plans."

Every child needs to be thought of as a unique individual. When we bunch a class together and spend the first month of school "whipping them into shape" they learn very quickly what is expected of them in the classroom. They take on a 'school personality'. They are there to fit the teacher's mold to meet her criterion not for her to meet theirs.

"Isn't it great. Now that Michael is more relaxed in the room we are discovering so much potential in him. We didn't think he knew his alphabet and here he can read the second level book. That special time we gave him really paid off. He is helping Tim and Andy research spiders... and he's loving it!"

Gifted children often have emotional or social problems which stem from their special ability. They are not gifted emotionally and socially but are only five years old. However, they are often surprisingly perceptive of the feelings and moods of the people around them. Within a class of fifteen children there will be fifteen different ways of reacting to any given situation. They tend to take things said to them very seriously. They can have as many problems as any other five-year-old adjusting to school. Quite often, they have difficulty accepting even a minor failure. The teacher who is more concerned with her curriculum and her lessons is going to fail to meet some of the needs of her children. How can you teach a child to read if he doesn't think you like him? What kind of math

concepts can a child retain when he is so afraid of making a mistake that he doesn't ask questions about a misunderstood assignment?

"Matthew is so quiet in class. It's a real struggle to get him to open his mouth. At lunch, Miss Babbit tells me he takes charge of his table and controls all conversation."

Ideally, more than one person should observe each child. Sometimes the same child will act differently for different people. Fortunate is the teacher who has an observant, caring aide working with her. Someone who spends a great deal of time with the children is better able to evaluate their behavior and reactions to given situations than one who only sees them for short periods of time. Lacking an aide, however, itinerant teachers and even other kindergarten teachers who see the children can often provide additional information on the children. Parents should not be overlooked as a source of information on their children. The teacher must remember, however, that she sees the child in a different environment than the parent.

This information can often prove useful when writing a child's educational plan. Affective goals can be generated directly from this kind of evaluation. Rather than keeping a written record on each child, a teacher and an aide should be constantly updating each other on the behavior of their children. Only in the case of a child who may need other special services should an anecdotal report be kept.

The class as a whole also has a personality. This will influence how the classroom is set up and how the program is run. Children who feel comfortable talking with adults and who enjoy exploring a subject orally may not be as comfortable displaying abilities in a creative dramatics situation. Likewise, some children, even gifted ones, do not always enjoy a class discussion but are more relaxed when they have something in their hands. These children may explore a subject just as thoroughly as the verbal children but will use their hands and bodies. Naturally this does not mean that the methods which are difficult for a child are to be avoided. This does not help the child to grow, to overcome obstacles to his learning. However, the wise teacher needs to take into consideration just what it is that she is trying to teach in any given lesson or situation. Is public speaking the object of the lesson or is the class exploring the Knights of the Round Table? One class may enjoy reading about the subject and then discussing it and finally going off to search out more information. Another group will want to investigate costumes and then design and make their own. The personality of the class will determine how best to interest and involve the children in the learning process.

"What am I going to tell these parents at the conference? John is acting up and lying all the time. I keep punishing him but he won't settle down. I guess I'll just have to really sit on him."-Kindergarten Teacher.

"Have you tried giving him positive reinforcement before he exhibits this behavior? I know it isn't always easy to do that with a difficult child but he may respond to the attention you give him."-Empathetic Teacher.

"I know...I'll really crack down on him. He'll come around (to my way of thinking) or else."-Kindergarten Teacher.

The teacher must never lose sight of the fact that each person in the class has feelings and emotions that may differ from her own. But they have just as much right to them as she does. Children do not always have a firm grasp on themselves emotionally and they need our help and understanding not disinterest and disgust. A child who has difficulty socially in the room may be saddled with this problem all through school unless the kindergarten teacher lends a helping hand. It is vitally important that the teacher always remembers that she is there for the children and not that they are for her convenience.

SUMMARY

"You know Brannan-he's that loud mouthed kid Anne had so much trouble with in Kindergarten. Just my luck. He's on my class roster! I'll probably spend two months just getting him to shut up."

I've got the child who took care of the aquarium for Anne in Kindergarten. They say Brannan really knows his stuff about fish. Anne encouraged him to share his information with the class. It looks like I'm finally going to get fish that live past the first month of school."

"Shawn, would you put that book on the right side of my desk?"

"Mrs. Merkle, Laura has successfully learned all the skills in math that she had difficulty with when we tested her in September. I'm going to move her on to the next level. I'm very proud of her and she is very anxious to move ahead. Basically we will be studying time to the quarter hour."

"I thought Randy couldn't add two and two. He just couldn't identify his numbers. Yesterday he worked out a new game to play on the calculator."

The initial evaluation of the children takes a great deal of time during the first two months of school. However, the amount of information which can be gathered using the materials we have listed is invaluable not only for this teacher but as resource material for the teachers who will work with this child in the future. The kindergarten teacher is really setting the ground work for how each child will be perceived as he moves through the school system.

Once you have the computer results from the I.C.R.T. Tests in math and reading and the results from the Boehm Test, you can see what type of program needs to be presented in terms of basic skills. Those everyone needs to learn can be taught to the whole class. Likewise you can make room for individual and small group lessons. The results of the talent checklist and the observation can give you a feel for what needs to be presented to this particular group and how to present it. All of the evaluations can be ongoing. Children can be checked on specific Boehm skills at any time.

The I.C.R.T. is an ongoing checklist. There is no need to send computer forms in all the time. Rather there are forms available from Educational Progress Company to keep an ongoing check on skill development. The talent checklists can also be an ongoing process. Although you fill out the lists completely when doing the list, as you get to know a child better your perceptions of him may change.

Obviously teacher observation is an ongoing process. Inferences about children can be made throughout the school year. Perceptions change as we get to know our children better.

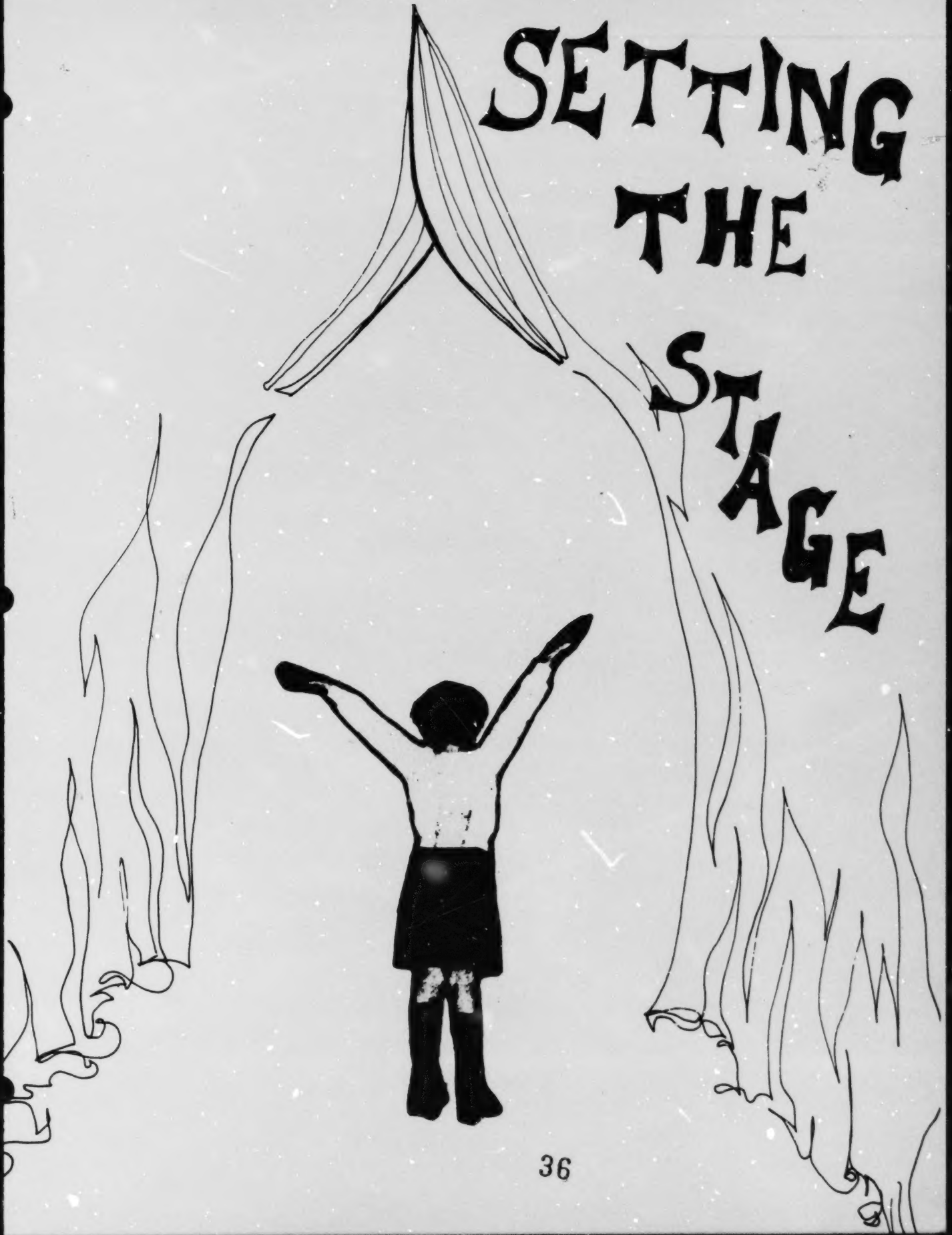
"Bobby was so quiet at first. Now I've discovered that he's an actor at heart. He loves to put a costume on and lose himself in a role. Who would have ever thought?"

"Mrs. Adams this is the most satisfying parent teacher conference I've ever attended. With my older children, I always felt a little stupid. The teacher was talking about grade levels and underachieving and other terms I didn't really understand. I was never quite sure what I could do at home to help my kids. But this IEP makes sense. I know just where Terry is and I know what areas you will be working on in school. Thanks for helping me to understand my child."

The information gathered using the four methods described here can be easily adapted for use with the child's Individualized Education Plan (IEP). Basic reading and math goals are included in the I.C.R.T. computer readout. Other language arts goals can be to learn the Boehm Terms missed on the initial screening. One or more of the talent areas that a child appears to have potential in can be used for goals. Teacher observation can give insight for the need for an affective goal for the child.

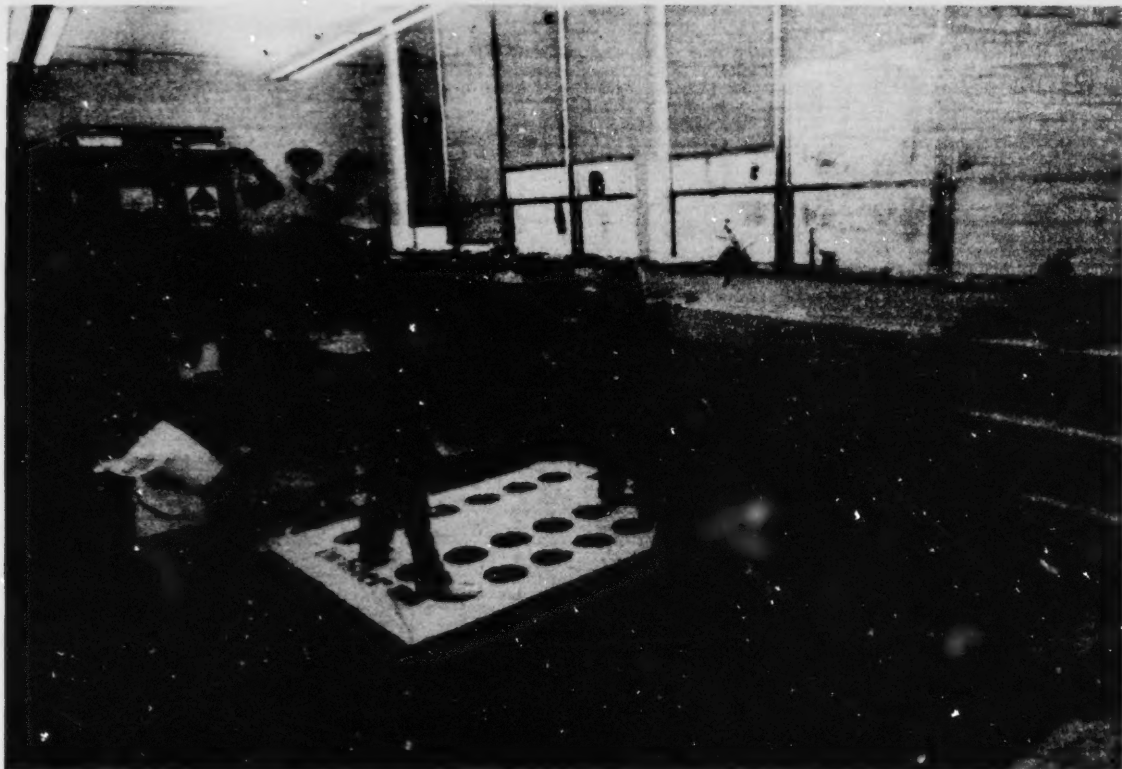
These four sources for discovering information on the kindergarten gifted are not the only ones available but we have found them to be extremely useful in providing concise, significant, useful data on each child. They are not meant to be the total program but will serve as a guide to developing a program geared to fit the needs of these particular children.

SETTING THE STAGE



SETTING THE STAGE

One of our main concerns with this Program Guide is that it acts as a guide, as a tool for working with gifted kindergarten children. Because we want you to be as creative and original with your children as possible, what follows is not a cookbook collection of sure-fire, never-fail recipes for teaching. We would feel that we had failed if your classroom would become a carbon copy of ours. So don't expect to find the ultimate floor plan or a list of activities to do the first year. We want to spark your imagination, give you suggestions in areas where you might have difficulty, and give you the moral support to strike out on your own great adventure with kindergarten gifted children.



PHYSICAL ENVIRONMENT

There is no perfect way to set up a gifted kindergarten room. There are too many variables involved. However, there are certain pitfalls which should be avoided. The traditional kindergarten room with a play area and a work area and teacher's desk placed dramatically at the front of the room are for the convenience of the teacher. If she does most of the "teaching", the room will be arranged so that all eyes focus on her, and the children await her next morsel of learning with folded hands. Unfortunately, even today, there are all too many teachers who are only comfortable with this type of setup and panic at the thought of "losing control." The Curriculum Guide may be used as a bible or only as a reference tool as this teacher attempts to make her lessons creative and interesting. But she must maintain control by being "in charge" at all times. In September, she has to really "sit on them" so she can "whip the class into shape" and keep them "under control" all year. Her room appears neat and orderly and she usually has textbook lessons. Why not! She's the only one free to move about the room and use the materials unless it's play time! Unfortunately, play time is usually shortened or done away with altogether as the year progresses. It doesn't look good if her children play too much. This setup is uncannily similar to dog obedience school.

It is quite common today to find classrooms set up with learning centers or interest areas. Many teachers are using a form of open classroom type of teaching. They usually fall into two categories. The first teacher sets up stations around her room for the use of the children. However, it is the teacher who decides when and how they will be used. There is no freedom of choice in using the learning centers; the children all use them in regimented, rotating fashion. The time set aside for this type of activity is strictly controlled by the teacher and usually amounts to only a small percentage of the school day if in fact the areas are used every day. This type of teacher often sincerely believes that she is using a form of open classroom with her children. However, there is still a residual fear that chaos will result if she ever "loses control of the situation."



Some teachers who are introduced to the open classroom format accept the concept wholeheartedly without realizing the amount of work involved in following through with this type of program. It only takes a few days to set a classroom up in learning centers or interest areas. But there is a lot more ongoing work involved in keeping them going. Too often, this teacher allows her children to roam around all day without enough materials for them, or without constantly updating the centers so that there is continuity and progress for the children once they have met the goals initially set up in a burst of creative enthusiasm. This type of situation gives open classroom learning a bad name and does very little for the reputation of the people involved or for their growth as educators.

Project Challenge started in the fall of 1979 with a lot of ideas and very little space. Initially, the room was set up in a more traditional way. Most instruction was large group, and learning centers and time to use them were at a minimum. This was a time of floundering in the dark for those of us involved with the program. Many people had many different ideas as to what to do with the children. The focus was on the teacher and on the need to write the Guide. Fortunately for us, a consultant got us back on the right track. Our priorities switched back to the children, and the teacher was given the freedom to experiment with the program.

The first and most obvious result of this was the physical change in the classroom. The room became a place for children to explore, discover, and learn as opposed to the place they were "taught". This first classroom was a very small basement-level room which was separated from another kindergarten by a flimsy room divider which did not entirely cut off the other classroom. The following year we were shifted to a more modern building. We had a large, airy room on the first floor with enormous windows covering one wall. However, in both situations we were able to set up a comfortable, interesting environment for our children. Too often, people use the physical setup they work in as an excuse for not attempting more open activities with their class. Although our second home was much easier to adapt to, we were able to make a place for ourselves in that first crowded room. A teacher who is adaptable will generate the same attribute in her children.

There is no one special way to set up a kindergarten classroom for gifted children. One must use the available classroom regardless of its size, the availability of a playground, or all those other niceties a kindergarten teacher wishes for. The teacher must also take into account the interests and talents of the children she has each year. If a number of children have a potential talent in the psychomotor area, provision must be made either within the classroom or with the gym teacher to provide the room necessary for gross motor skills. Children who appear talented artistically may need room for lots of art materials. However, if no one in the class has potential in this area, not as much space should be devoted to art materials. In any case, materials should be arranged in the room for the convenience of all. Think of how stifling it would be for the child who is creating King Arthur's Castle to have to ask for each piece of construction paper, cardboard tube, or container of paint needed to complete

the project. Likewise, what teacher would care to be interrupted constantly by children with legitimate needs that could be met without all the hassle.



Materials should be available to the children. Some people would object to this because they feel the children waste paper and other materials. If they are taught how to use materials properly and to conserve scraps for other uses, this doesn't occur. I suspect that more paper is used by teachers who have all large group art lessons as is typical of many kindergarten programs.

Although Project Challenge did receive monies for the project not available to a district planning to set up this type of program, it is not true that a great deal of money is needed for a gifted kindergarten room. Our budget was not large; inflation decimated it yearly, and we had to start from scratch ordering pencils and paper. Most districts would have available a lot of the basic materials we used. Likewise, not all of our purchases proved to be as useful as we had assumed. We made mistakes which need not be duplicated by others.

Some of our more successful experiences involved little or no cost. We dismantled an old typewriter and an old sewing machine one year. Our only cost was for the screw drivers, because the machines were given to the class. If parents were asked to send in or lend the tools, the cost would be zero.



We also had many good experiences with food. At times we had only a sink. Later a refrigerator was donated, and still later the Intermediate Unit located an old stove. Our parents contributed pots and pans, and we sometimes charged the program for our groceries, and on other occasions the children brought in the ingredients for our concoctions. For example, one time each child brought in one item for Stone Soup (teacher supplied the Stone!).

The second year of the project we were moved into a junior high along with two other kindergartens. The wood shop class made us a stage and the superstructure for a gazebo type of environment in the room. Both of these were inexpensive additions to our room. So we were able to turn an unusual arrangement-i.e.-being a part of a junior high into a plus for us.



The next section will deal with materials in a more formal way. What we want to stress at this point is that the physical environment is what you make of it much more than what you are given to use. An adaptable person who thinks of the needs of her children can do wonders with just about any situation. But she must be realistic about how she wants the room to look and why. She needs to think of it as kinetic rather than static. The environment should be able to change as the needs and interests of her children change. The environment should be a reflection of the children as they are in September, and as they are in January, and again as they are in May. The room is there for the children and for their use and the teacher is a privileged participant in the September to June adventure which will take place within those four walls...or five...or six...or...

MATERIALS

A gifted kindergarten needs everything and nothing. Think of an item and we probably could and would find a use for it. Now this does not mean that your room should become a storehouse for every item someone else wants to dispose of. Fibber MaGee's closet is not our idea of a classroom. Rather the teacher must survey her territory and decide just how much can she fit in that classroom and how much she needs to fit in it. Once again, the teacher needs to know the children she will be working with. It may seem that we are harping on this, but it's so true. What is important to one child or group of children may be poison to another. Our first class ignored the dress up clothes provided for them and looked aghast at anyone suggesting that they might enjoy using them. The following year, the same box of clothes was hauled out again and you would have thought it was Christmas in September. From the very beginning, this group delighted in using the clothes for any different activities. They also incorporated a record of Hawaiian music, some hula hoops, and musical instruments with the clothes and involved the group in imaginary trips to the Islands. Same items, and yet we got two very different reactions. There is nothing which should never be included in this classroom unless it's closed minds and insecure teachers.



A variety of art materials is a must: painting materials, clay, an assortment of material scraps, odd pieces of cardboard--most teachers are familiar with lists of suggestions for creative endeavors. See page 126 for one more list. These materials should be available at all times for all the children, although not everyone will use them to the same degree, or use the same materials in the same way--and aren't we teachers of gifted children glad!

Books, books, and more books. It is doubtful that there could be too many books for these children. Their library should include story books with no words, easy readers, more advanced books and resource books. We used a variety of beginning dictionaries, and made almost daily use of Compton's Precyclopedia. This set was used by the children as a resource for topics they wanted more information about, and they also chose these books during Quiet Reading Time. The series has a cross-reference guide for the teacher and also a book of lessons and activities for using the set. It's a great way to introduce young children to the art of researching without any pain. Non-readers found pictures which seemed to be on the subject they wanted more information and asked for help from both the teacher and other children to find out more about their subject. Two of our children got interested in playing Knights of the Round Table and started constructing suits of armor (art). This piqued the interest of others who used their Quiet Reading Time to look up information about the Knights in the Precyclopedia (reading). When they would appear to be hitting a dead-end, a subtle hint from the teacher sent them back to the books. "If you can't find Knights in the N Volume, try the K. This started a side track to words with silent letters (language arts). Did you try the C (Castle), and R (Round Table) volumes?" When the costumes were finished, (math, small motor activities), complete with individual shields and flags, a parade was organized and other children were called upon to find appropriate Middle Ages music for the occasion, (music, large muscle). This sidetracked some of the children back to the Precyclopedias to volume M (for Minstrels), and a few children took on the role of wandering minstrels. A timely suggestion from the teacher

brought an avalanche of shoe boxes from home and a box of paper towel rolls was resurrected from the closet. With some gray bogus paper and some magic markers our room was quickly populated with a variety of castles.

Not everyone participated in every aspect of this project and a few children did not participate in any of it. However, we did involve everyone in a few controversial discussions such as the one started by the fact that the knights were men. Questions such as "Why was this true during the Middle Ages" and "Might women be knights if the Round Table existed today?" involved the whole class. Had the teacher planned a unit on "Knights of the Round Table" the first year, the chances are that she might have been successful and then again it might have been a failure. Whereas, the next year the children led the way into the unit and showed the direction they wanted to take it. Because the teacher was flexible and able to pick up on the children's interest, the entire experience was a delightful and yet very educational experience for the class. This is a good example of how the activities in this class cannot be neatly separated into subjects or preplanned units. The ebb and flow of the class needs to pour over the room and spill into all phases of the curriculum.

Other language arts materials should include reading materials. Some children will arrive in the room at a readiness level and some will be reading at a fifth or sixth grade level or above. Everyone else will be on a different level. You can provide only so much language experience for these children and then you must face the issue that you are not accelerating a child who is already reading by teaching him at his own level. You are meeting his needs. A Language experience has its place in this room but so does a more formal reading program. Since this section deals primarily with materials, we will address language arts more fully on page 83.



We used the Addison-Wesley Superkids Club reading series for our children. The name is not a reflection on gifted children but rather is a coincidence. The first level, "Meet the Superkids," stresses short vowels. We discovered through the I.C.R.T. that many of our children, even those who knew initial sounds, were unable to sound out words because they ran into a brick wall when they tried to use the long form of vowels. Some of our children started with this level and continued on using the basic format of tapes, colorful consumable workbooks, skill sheets, and ice cream paper for practicing handwriting. Others who were above this level except for the short vowels were put on level two "The Superkids," or level three "Adventures of the Superkids." The third level has a reader in addition to the workbooks, etc. The two or three children who could read at a higher level did not necessarily read with comprehension or inflection, and so we chose to give them experience in reading at this level, although other activities were planned for them that required them to use their ability to read at a higher level. This program had something to offer all of our children but as with anything else it was not the ultimate solution to our dilemma of teaching reading. Many other materials were provided to allow language arts experiences for the children and the teacher was required to keep on her toes constantly to come up with interesting and challenging activities.

In conjunction with the I.C.R.T. materials for teaching the children we also recommend the Benchmarks and Backups sold in conjunction with the tests. The Benchmarks are a series of laminated cards which correspond with the numbered skills in both reading and math. There are two questions on each skill and the cards can be used to teach the skill or retest the skill. If the child still has difficulty with the skill, the Backups provide ideas for teaching that particular skill. Both of these lend themselves to working with children at their particular level.



We purchased three Smith-Corona primary typewriters for the use of the children. We tried a number of typing programs with our children. One was a formal, drill-type touch typing program. Those children we used this program with tended to become frustrated and upset because "the man talked too fast." Another program used color-coded keys and corresponding finger rings for the children. However this program did not offer much in terms of typing practice cards or lessons.

The Write To Read typing program by Kate Nash and Charlotte Geyer, Published by Curriculum Associates Inc. was the program which fit our needs. It consists of a typing manual, short vowel practice cards, two tapes, and color-coded dots to be placed on the typing keys. The letters and words in the manual and on the practice cards correspond to the colors on the typewriter dots. For example, on card 1, short vowel words, the word red appears-- letter r is brown and the letters e and d are in red. The keyboard letters match these colors. One of the tapes introduces the typewriter to the child and the other tape prepares the child to use the lessons. The print used is large and easy to read and the lessons are short and interesting. This program is a great accompaniment to our reading since short vowels are stressed. We add the individual short vowel cards to the center as the vowel is introduced in our reading program. The authors of the program are planning to add other sets of practice cards later. Those children who are at a readiness level can use the cards which require typing a series of five words with the same short vowel such as red

fed
led
wed
bed

Those children who are reading can also use cards like the following--Ted had a red _____. wed
fed
bed

We also made up our own cards utilizing the vocabulary words in the Superkids Program.

This program permits the child to look at the keys. Eventually they will gain confidence in themselves that they can remember where the letters are. Although some people, including those who teach typing themselves, feel that kindergarten children do not have the manual dexterity to type, our opinion is that a program of this nature actually helps the child to develop manual dexterity.

As with just about everything else in our program, the typing program provides learning experiences in areas not immediately associated with typing program. Directionality, eye-hand coordination, eye-tracking skills, psychomotor skills, association, spatial relations, following directions and comprehension are all reinforced by this program. The following was taken from the Teacher's Guide to the program. It sums up the purpose of this program.



*THE WRITE TO READ TYPING PROGRAM teaches reading, writing and spelling through the development of typing skills. Students type short, simple reading-writing exercises and learn to read and write entire words and complete sentences from the beginning of the program. Every lesson in THE WRITE TO READ TYPING PROGRAM has reading improvement as its major objective. Word attack skills, comprehension skills and various study skills are inherent in the lessons. Throughout the program, everything a student types reinforces and develops basic reading, spelling and writing skills.

The typewriter is a great motivator-and students of all ages and levels of achievement love to type! Research has proven that learning to type improves skills in reading, spelling, composition and handwriting. Studies have also proven that typing practice is beneficial in developing perceptual, psychomotor and sensory skills. THE WRITE TO READ TYPING PROGRAM has been structured to take advantage of this knowledge and to provide a practical plan for its implementation.

*WRITE TO READ Typing Program, Curriculum Associates

Activities designed specifically for the typewriter are included on page 124 of this Guide. If you do not have access to electric typewriters, a manual one could be used although there is some difficulty for some children in applying the pressure needed on every key of a manual typewriter.

We feel that certain pieces of audio-visual equipment are also vital to this type of program as they are to most kindergarten rooms. A record player, tape recorders, listening posts, and cameras are all rather obvious choices. Most people are familiar with the need for them with young children. Suggestions for using them with gifted children are included on page 128. Another item we found useful is the Animation Viewer. These are available in table models for one or two children to use, and there is also available one that can be used on an overhead projector. We purchased the manuscript letters and numbers and ditto masters to use with this. Basically what the machine does is show how to form letters. When the machine is activated, the letters appear to be in motion. The motion is in the direction that the child's pencil should take in forming the letter. So often, when learning the proper formation of letters, these children's minds are racing ahead. Instead of watching carefully while the teacher demonstrates the formation of the letter, they attempt to write it. Because this allows the child to work individually on letters that are giving him trouble, it adapts itself to our program. Likewise, because the letter is in constant motion until the machine is turned off, the child sees continuously how to form the letter. There are other overlay kits that can be purchased for use on this machine, so it lends itself to use at many different levels, and could therefore be used by several different classes thus cutting down the expense.



We use calculators with the children. They are not an integral part of the math program but are used as a learning tool in the classroom. We also have a number of Little Professors for the children to use. They make addition and subtraction drill appealing to children who often avoid drill at any cost. Spelling Bee is another very popular learning tool. Because there are a number of language arts games that can be played with this toy and because there are three levels of difficulty for each game, everyone in the room finds something to challenge him. Simon or an electronic game similar to it is a useful tool also. Eye-hand coordination and visual memory both benefit from this "toy".

Two more typical pieces of equipment we use are a water table and a workbench. Once again not every child will be drawn to either of these, but some children find ways of using them which is innovative and interesting. One year, a number of our children always seemed to be walking around with hands pruny from the water table. They used to delight in connecting a

series of plastic pipes to a pump and stretching this apparatus from the water table to the sink. When they started pumping we often had our own version of Old Faithful. Needless to say our next purchase after the water table was a mop. The following year, the children took little or no interest in the water table and as often as not it would be covered over and the top used to hold items of more interest to them.

The workbench was often the scene of feverish activity as ideas took form and the inventors moved on to paint or otherwise embellish their inventions. Likewise, the tools used here were often found in other parts of the room being utilized in other activities. Both a water table and a workbench could be created by enterprising teachers with little ready cash. So once again, it is a mistake to assume that one needs to purchase everything we used.

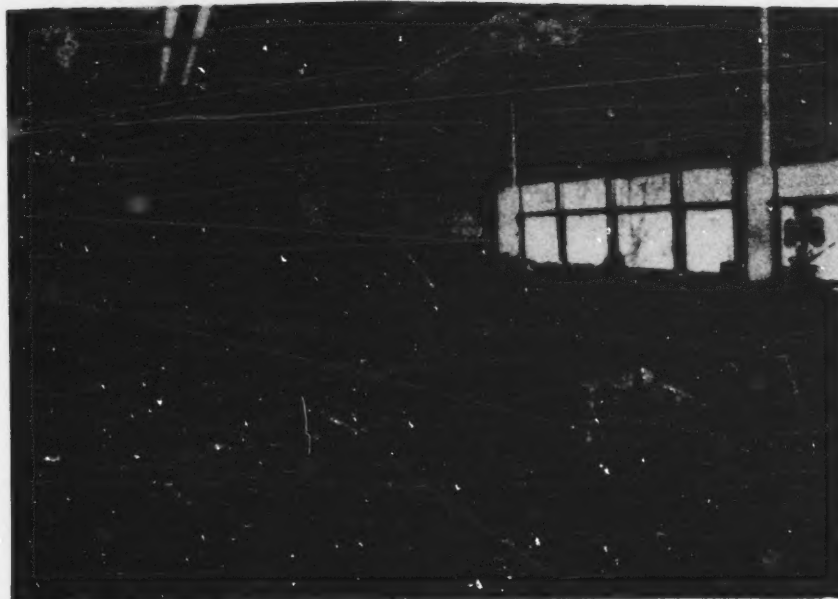
In math, we used Cuisinaire Rods a great deal. They provided the needed hands-on experiences that many five year olds require, while also allowing for the creativity and higher levels of thinking which our children could handle. The Cuisinaire Company also sells an array of materials to supplement the basic rods and we will list some of the ones we found useful on page 119.

Another math-related item we used was Tangrams. These were used in conjunction with dittos and also cards. They lent themselves to learning center activities and provided a real challenge for our children and more than a few parents who observed the children manipulating the seven tangram pieces.

After much contemplation and almost as much trial and error we found the Heath Math Program to be most easily adaptable to our children's needs. We used level one. This level provided a certain amount of practice for those children who were on a readiness level while not holding back those who were ready to move on. The entire program can be taught individually.

There is a pretest for each chapter. The particular questions missed by a child determine which pages he needs to do in the book. There is also a post-test at the end of each chapter to insure that the child has learned the skills. There are basic worksheets and also enrichment sheets for each skill. The program also provides a duplicatable sheet for each child for each chapter so that a record of tests and the assignments completed can be kept. The program provides helpful ideas for the child who is still struggling with a concept after doing the assignment and also for teaching a skill a child might have difficulty with in the post-test. Another nice touch are the activities to extend experiences on each skill level for one child or for the whole class. There are also problem-solving workbooks and parent letters in the program. This series is certainly not our entire math program but it appears to be an excellent spring board to other math experiences.

As we became comfortable with our program, games became more and more important to us. Once again these are not an expensive purchase but they seem to be adaptable to the needs of our class. The typical checkers and chinese checkers are needed as are games which teach specific skills such as Scrabble Junior and Short Vowel Tic Tac Toe. We also found money games and time games to be another way of reinforcing math skill without resorting to drill. There is a more complete list of games on page 125. One of the games which just seemed to have been invented for our class was Walt Disney Mastermind. The simpler levels were easily grasped by the children and some of the class graduated to Mastermind. The higher levels of thinking were used and yet the children were introduced to them in such a subtle way that the experience was enjoyed by all. This is another example of an activity that can be used by the children in a small group and does not need constant adult supervision. Games definitely have a prominent place in a program for kindergarten gifted.



Music can serve many purposes in the classroom. We gathered an assortment of records which went from the familiar Hap Palmer to Show Tunes to records teaching the instruments of the orchestra to classical music. These were a resource to children who needed a certain type of music for a production they were staging, and were also used by the children who wanted to listen to the record while working at a learning center via earphones, or who wanted to share the music with the class at odd moments. What a subtle way to learn to enjoy Beethoven while completing a tangram card.

We also provided a number of musical instruments and borrowed a rhythm band from a kindergarten class who only used it for a few formal lessons during the year. Once again, not a lot of money need be spent for these items. What is needed are resourceful people.

Most of our science materials were an odd assortment of collectables which could be used for different experiments. For example a box of plaster of paris, some powdered paint, a pitcher of water, some small paper cups, and

tongue depressors and Viola! our own chalk. We did make extensive use of the games, puzzles, toys, tricks science series by Laurence B. White (Ex. Science Games). We also found a number of teacher resource books to be invaluable resources for projects. A list of these books is provided on page 122.

A number of the materials already mentioned were used for fine motor skills. The typewriter, tangrams, and electronic games all provided practice in fine motor skills as did the Animation Viewer provide handwriting practice. Other materials we found useful for this purpose were the Perceptual Puzzles, 3 dimensional puzzles and leggos. The leggos in particular, provided a creative outlook while giving practice using small muscles. For gross motor skills, among other items, we purchased hoola hoops and a mat. Both of these are sometimes available as castoffs from the gym classes. A more complete list of materials and companies can be found on page 127.

We also made use of the SRA Learning to Think Series. There are four books of increasing difficulty. Although we made some use of the first two levels (Red and Blue) we used levels three and four (Green and Gold) with the whole class. These were most useful in the fall as an introduction to more formalized learning. The workbooks stress specific mental skills such as work fluency, verbal meaning, perception, coordination, quantitative thinking, and memory. No reading is required to do the pages. Some of the work lends itself to group lessons and other assignments can be done individually. A price list for this series can be found on page 120.

Since we are dealing with the whole child and not just the more obvious academic needs, we include a suggestion for working with the social and emotional needs of our five year olds. Although we do a lot with our children on an individual basis we found the DUSO (Developing Understanding of Ourselves and Others) Kit to be adaptive to our needs. This includes a kit of materials and a program of activities structured to be used routinely throughout the school year. However, the teacher can use selected materials to fit the needs of her children. A high level of interest is maintained with use of the typical puppets and stories and, more important to our children, activities which permit them to become involved directly. For example, there are plays and role-playing activities, group discussions, and music and art are integrated into the activities. One year, we had a child who was very quiet and reserved. We had difficulty getting a handle on him. That is until our first role-playing situation from the DUSO Kit. We discovered another Sir Laurence Olivier in our midst-and we owed it all to DUSO! From this discovery, we were able to work much more effectively with this child the rest of the year.

One of the most important purchases we made were the teacher resource books. They provided an instant source for extending activities and for providing new and challenging directions in which to take further assignments. These can be purchased at one time or as money becomes available. Some of these may already be available within the kindergarten or within the school. Our entire cooking program rested on the child oriented books we discovered on nutrition and cooking. On page 123 is a listing of books we found particularly useful. You may discover others. This is a field which seems to be constantly growing so don't take our list as the endall of resource books but rather as a starting point for you to discover even more useful sources of inspiration.



PHYSICAL SETUP

The physical setup of the room is another important factor to be considered. Hopefully, you have read far enough to know that we frown on neat rows of seats facing "Super Teacher." However, we are not going to give you a floor plan per se. Every classroom is different, every teacher has different group of children to work with. Every class of gifted kindergarten children should not look the same.

There should be adequate table space so that all children can be seated at the same time. However, this should not be the routine but rather a backup in case you need to have them all working at tables together. The tables should be scattered around the room to allow for different uses and activities. You will notice that we said tables. A couple of desks is fine but the socialization that tables foster is too important to be thought incidental.

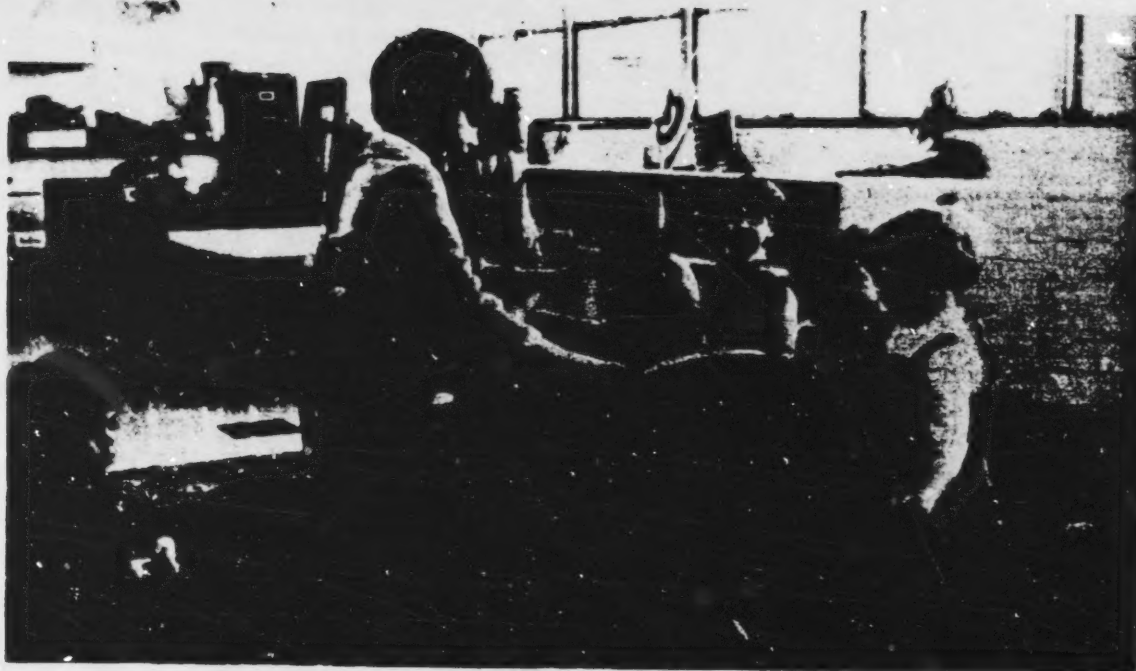
Kindergarten children need ample floor space to move and to work. Some of our children were most comfortable sprawled on the floor...and at times...so was the teacher.





One very important item in the class should be a place to keep art materials which is accessible to the children. Even better if it were mobile as was our bookcart. Pencils, colored pencils, chalk, crayons, water paints, scissors, paste, glue, tape, clay, and paper of all kinds—construction paper, tissue paper, bogus paper, practice writing paper, and just plain paper are some of the items which can be placed on this cart. A movable piece of furniture allows the materials to be shifted around the room, and also lends itself to those occasions when you need to reorganize the entire physical arrangement of the class. You won't accidentally put the teacher's desk in front of the art supplies!

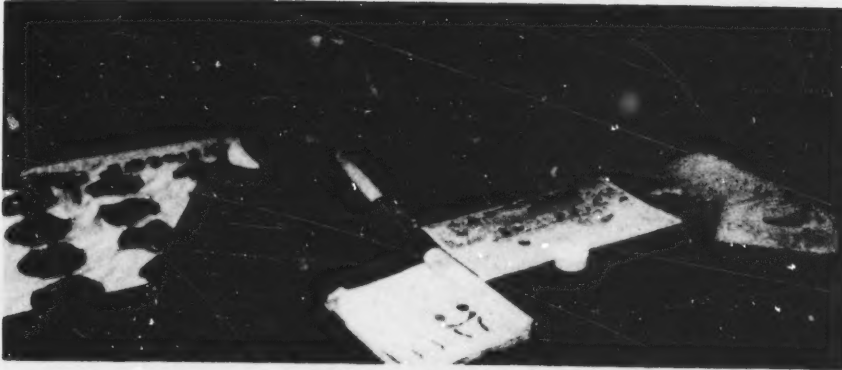
Some of the other items already mentioned also should be placed around the room in ways which make them more useful. The water table should be near a source of water; the easel needs light. The workbench and the library should not be back to back. The typewriters need a certain amount of isolation to permit concentration on typing exercises. A stove and a refrigerator should be in close approximation to each other and to a sink.



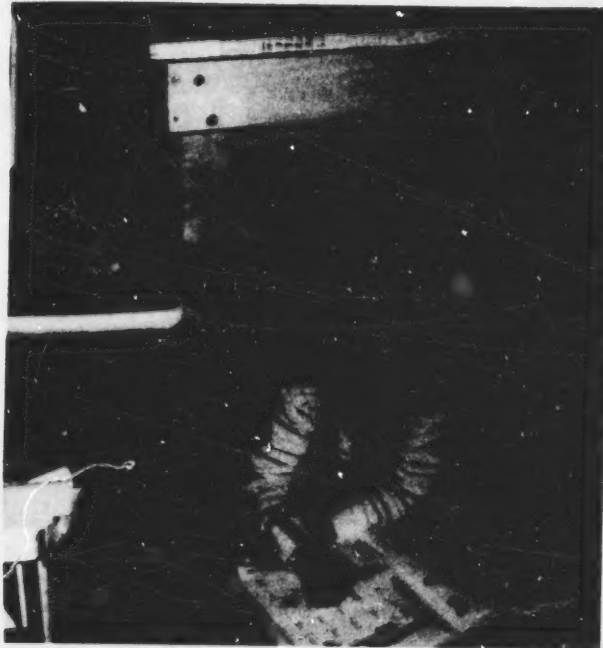
Obviously then there is no one floor plan that is best for each room, or for each teacher, or for each class. In one school, the room was very small. Discussions were meat and potatoes to the class so we had to guard our floor space so that we always had room to meet together. In another building, we had plenty of room but most of the children in that group preferred to talk privately with the teacher.

Quite often, schools which attempt to work with children individually as in open space schools often set their primary classes up into centers. These classes usually have a language arts center, a math center, an art center, etc., etc. Some others have a work area, a play area, and a learning center area. We tried variations of each of these and found them lacking in the ingredients we found important to us. When we partitioned off the different subjects either physically or metaphorically, we partitioned off the learning process. Too often, at this level, learning crosses over the boundaries of subject matter. Is baking bread a language arts lesson (reading the recipe), a math lesson (measuring), or a science lesson (yeast rising)? Maybe it's a large muscle exercise (kneading the dough), or a lesson in leadership (one person is in charge). It could be a lesson to stimulate creativity (what would happen if I put more yeast in the dough?). This is true of many of the lessons we use at this level—they cross over boundaries. And we are very glad they do.

EXAMPLE OF CLASSROOM



Now that the room is organized in what appears to everyone but the teacher as disorganization, we need one more element. There should be nooks and crannies for a child to get away from others, to be alone to work, to imagine, to be alone.

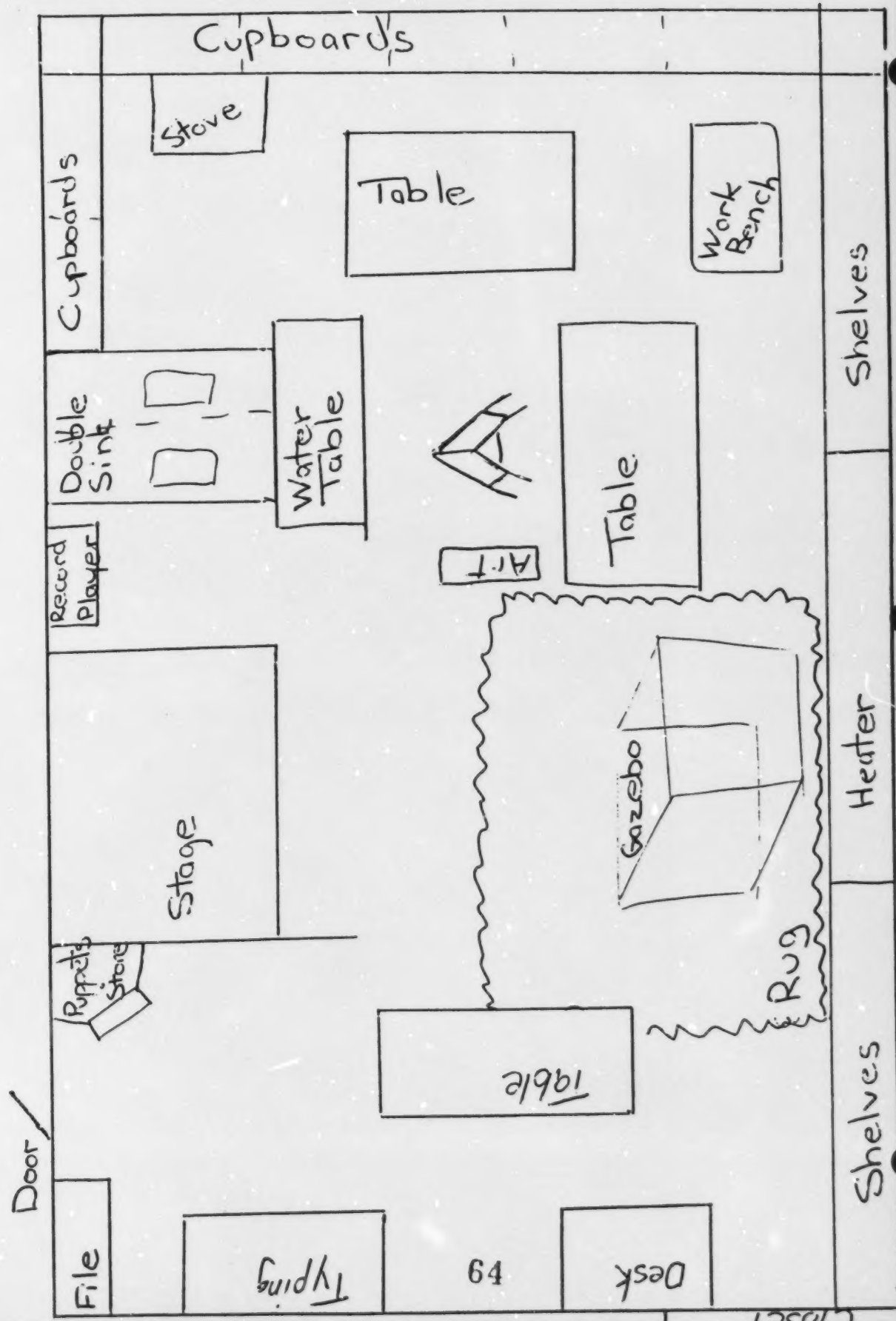


Last and definitely the least important item is the teachers desk. Since you will rarely have the time or inclination to sit here, make sure it's

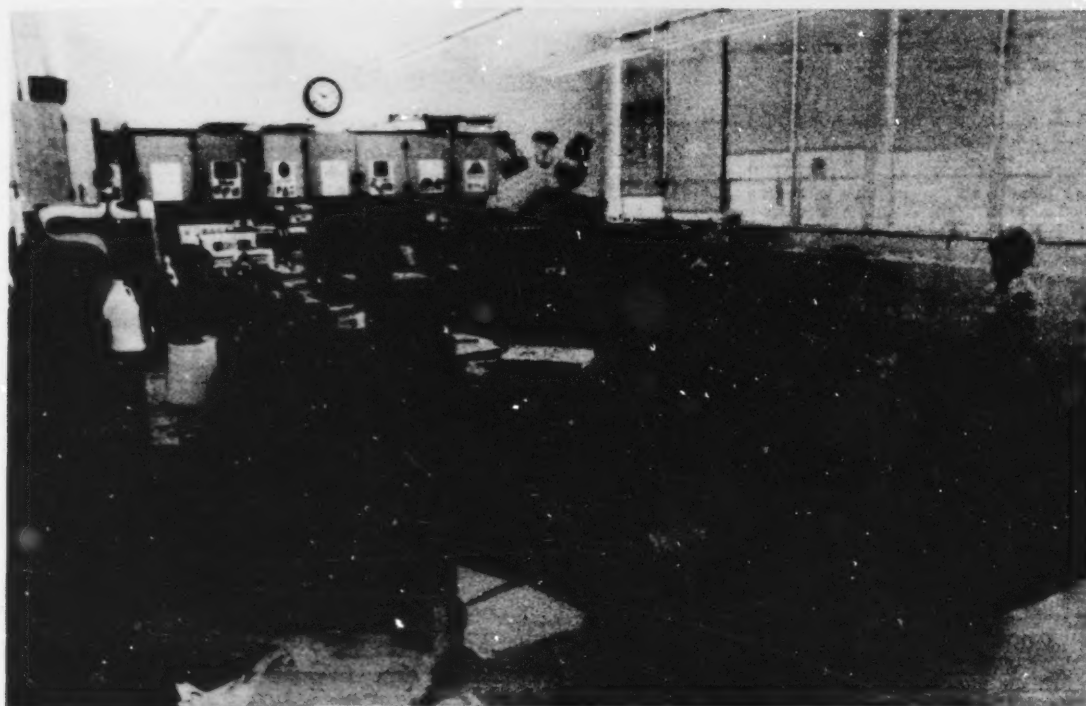
off in a corner somewhere, taking up as little space as possible. The teacher involved in this project used hers only to write the Guide.

In order to give you a better understanding of the physical appearance of the kindergarten-gifted classroom we will describe what one of our classrooms looked like, at a particular time, one year. Because of its constantly changing nature, this pictorial essay would be out of date shortly after the final revision of this section of the Guide. So please do not take this as the only way to set up your classroom, but rather as a reassurance that, yes-it really works this way.

As you enter the room there is a small table to your right with I.C.R.T. Benchmarks on it and a math learning center over it. To your left is a puppet theatre-store. One child is using the counter to do a math enrichment paper. Walking to your left you pass the stage which is being used to display castles at present. Beside it is the record player and refrigerator, (possibly for some really cool music!). Across from them is a large rug defining an open space area. Two children are lying on the floor using lap boards to work on tangram cards. One child is sitting in front of the record player hunting for music appropriate for a puppet production. Moving along, we pass a double sink on our left where a child is making chalk. The art trolley is on our right. A child has just taken a piece of tissue paper to paint a picture at the easel beside it. In front of the sink, a child is unscrewing the back from an old typewriter which is perched on the water table lid. In front of us, and to our left are cupboard lined walls. Each child has a drawer to keep his materials in, and other materials are stored in the lower cupboards for the use of all. The stove and a table for six are back in this area. As you turn to your left you see the workbench. A child is repairing a large wooden block from the playroom of the other kindergarten classes. Turn again to your left and you will hit your shins on another six-child table. As you move ahead, along this entire wall, there are open shelves with child-related materials on all of them. Next, you pass a movable four-sided display rack which has a learning center on each side. Moving ahead you cross the rug through a six foot cube structure of which only



the supports exist. This will shortly become an enclosed gazebo for us to get away from it all, or to get together with one another. As you move off the rug there is a chart. One side of it is reserved for information related to the reading program. On the other side is a board with pockets for index cards. Each one is labeled with a letter of the alphabet and words we know or want to use are filed here for reference. Ahead of you is another six-child table. Moving straight ahead is a walk in closet. Here we have a desk and chair and the Animation Viewer is set up for use. This is not to isolate the child, but rather at the request of a child who is having difficulty with certain numbers, and wants to get away from the rest of us to concentrate on them. Coming out of the closet you will discover the teacher's desk. Honest, it's somewhere under all those papers. Because this program has a secretary, her desk faces the teacher. Appropriately enough, right behind her desk is the typing center. Three typewriters are set up so that each child can concentrate on his assignment with a minimum of distraction from the other children. Back in the file drawer in the corner two drawers contain dress up clothes and puppets. See you made it through the whole room and lived to talk about it.



WORKING WITH OTHER KINDERGARTENS

It is generally assumed that gifted children who do not associate with other children on a regular basis become stuck up and self centered. And yet, teachers who make these unfounded comments are often the very people who foster this type of notion. Too often, we have heard our fellow "educators" ask in caustic terms, "And just what are the little darlings in the GIFTED kindergarten doing today?" Yes, these comments were made in front of the children. It is not hard to imagine that sooner or later statements of this nature would affect how children perceive themselves. Unfortunately, parents do not always help this situation. How often have you heard a parent tell you, "I don't treat this child any different than my other children." Of course calling grandma long distance to brag doesn't constitute different treatment, nor does reminding the members of the Women's Club that your child is in a "GIFTED PROGRAM!"

When Project Challenge was first proposed, a clause was inserted into the proposal concerning involving these children with kindergarten children not in a special class. Approximately $\frac{1}{4}$ of their day was to be spent interacting with the other children. Therefore, the gifted class was located beside another kindergarten class. Besides such means as movies and filmstrips, and music "classes," and story time, the teacher also used a daily, "free play" time to get the children together. A moveable wall was pushed back at the predetermined time each day and the children were free to play in the entire area. As might be expected, in September the children quickly intermingled and got involved in activities in the other areas. The teacher's patted themselves on the back and felt that this goal had been accomplished. That was in September!

By January when the structure of our program was really beginning to take form, these play periods looked radically different. When the teachers would push the wall back, the only ones to cross over to the other side would be these same teachers and an occasional straggler or two. The children in the other class were quite normally choosing to play with the housekeeping toys and the large blocks and the trucks. Some of them also opted for games and fine motor toys. Our class, however, preferred to continue working on the typewriters, listening to taped stories, and playing games on a higher level than those found in the other room. They preferred to continue working on an assignment rather than have to change activities to the tune of a class bell.

The children in the other class were told that they could use the materials in our room, but that they needed to ask one of the teachers to show them how to use the equipment. Only one child ever asked to do this and he wanted to use an instant camera.



Do not get the mistaken idea that the Einsteins were all sitting around doing calculus and the kindergarten babies were crawling around on the floor. Rather, in both rooms there was a lot of activity, large and small games, children playing alone, and children playing with others. As the year progressed, the types of activities that interested our class changed from that of the other group, and there was a natural drawing apart of the children. We now feel that any attempt to artificially mix these children is just that - artificial. It may look good on paper but practically speaking it may foster some of those

adverse comments you are trying to avoid by putting them together.

There are some ways to involve the children with children in other kindergartens. One year, we planned a Thanksgiving Dinner for five kindergartens. The children prepared all the food and made the placemats, centerpieces, and costumes. Our children handled those activities which were more difficult.....

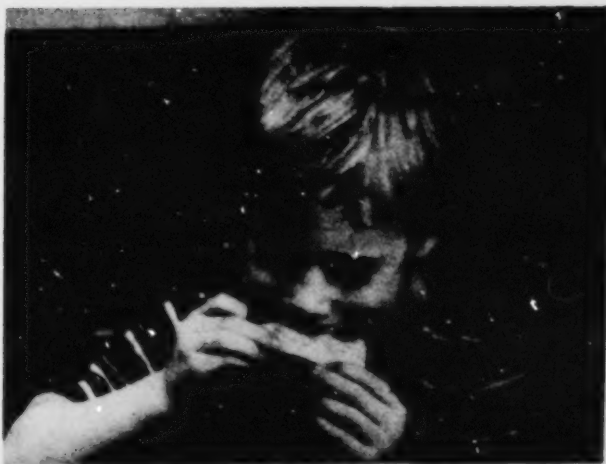
Some of our children composed and wrote out the invitations sent to special people. Other children helped figure out how to change our recipes to feed over one hundred people. Some children took care of the seating arrangements. This type of arrangement could work with other activities as well. However, artificially attempting to put the children together is simply not a realistic goal.

ROUTINES

One of the original premises of the Project Challenge was that a grouping of gifted five year olds could handle an extended kindergarten day. Rather than go with the typical half day of two to three hours, our program was from 9:00 a.m. to 2:00 p.m. These 5 hours included lunch.

Our Title IV-C evaluator on his first visit to our room had reservations as to whether this longer school day was feasible. He expected to find the children lethargic and disinterested in the afternoon. He assumed that some children would be off in a corner sleeping or at best cranky and ready for home. To his surprise the children were, if anything, more energetic after lunch. The only time we experienced any difficulty was at the very beginning of the program when most activities were teacher-directed and teacher-centered. When the children were given the go ahead to learn to use their own time wisely and to develop some of their own ideas, most were shocked when they discovered it was time to go home.

Lunch was not a problem for our children. In one situation, they ate in the cafeteria during the first grade lunch period. Another year, they ate in the classroom with an aide supervising them. This occurred when the class was moved to a junior high school and they would have been required to eat with the older students. This became a social time eagerly awaited by many of the children. Even more interesting, in this relaxed environment, we saw a different side of our children.



A child who appeared quiet and withdrawn at other times would become the life of the party at lunch time. We had a little girl who spoke so softly it was difficult to hear her. She seemed to be missing out on things because of her shyness. I worried that she was having difficulty making friendships because of this. When I mentioned to the program secretary, who also doubled as lunch aide, that I was considering adding an affective goal covering this shyness to the child's I.E.P. she suggested I reconsider. At lunch the child was the queen of her table, she ran the conversation, she was given the choice of other children's lunchboxes. I would never have suspected this without the added insight of the lunch program.

Initially, in order to appear as much like the other kindergartens, we had snack time each day. The children purchased milk and a different parent was responsible for providing the snack each day. As might be expected, this became a contest with each mother trying to top the previous day's snack with something more gooey and more sugary. Since we had committed ourselves to this program for a year, we made adjustments in the spring, and began by asking a few parents each week to send in ingredients which the children could use to prepare a nutritious snack. We did this without a stove, a refrigerator, and no assurance that the parents would comply or that the children would accept the food. To our delight, everyone jumped on our bandwagon. Even parents who were not asked to bring in certain foodstuffs thought up nutritious snack ideas and had their children help prepare them at home. Some of us will never forget the two little boys washing celery at the miniscule sink. A piece was dropped and before anyone could stop him, one child picked it up and threw it on the pile of clean celery saying that he didn't think he'd have any snack that day.

So although we feel that an extended day is all important to this program there are ideas which can be shared with any kindergarten program such as this nutrition awareness. Because we are teaching a reading program to most of our children and also a math program, we feel an extended day allows us to do the out of the ordinary, talent oriented activities that would otherwise be eliminated in a shortened day. The children can handle it, and it allows for more leeway and creativity in the Curriculum.

These children can and should handle many activities usually taken care of for kindergarten children. They should be able to take care of their possessions and be accountable for them. Since each child in our program

had either a drawer, or a cubbyhole for his possessions, the children took care of their own Thinking Skills books, reading workbooks, math books and any assorted booklets, work sheets and projects they might be busy working on. The children hung their names on a hook when they entered the room as a way of denoting that they were present at school. They also hung another tag on this hook to let the teacher know who was buying lunch at school, who was buying milk, and who had brought their lunch to school.



Throughout the school year we worked on independent working skills. From the first day, the children were given increasing amounts of time in which to plan their time and how to use it. They were also, at a gradual rate, made to handle how and when they would finish their work. Naturally, some children went right to the assignment and stayed with it to completion. Still others opted to play, or involve themselves in other activities, and were thrown into a tizzy when they were expected to hand in the finished assignment. This occurred whether the time limit for completing

the work was one hour, one day, or one week. However, we considered this a learning experience in itself and worked with those particular children so that they would become more proficient at planning and using their time wisely.

In order to make the children more independent, we taught them how to use the equipment in the room. Once they had been taught how to use the record player, the tape recorder, the typewriters, the listening posts, the Animation Viewer, the calculators, and the Spelling Bee they were free to use them. No, we didn't have constant chaos and continuous flow of music all day. If someone chose to use the record player at a time that was inconvenient for others, we requested that he use earphones or possibly wait until later. Because this was a sincere request, there were never any hard feelings over this. Often we saw incidents of cooperation and peer teaching as one child would help another who was having some difficulty with a particular piece

of equipment. Not one piece of audio-visual equipment was damaged or broken by these children. They knew how to use the equipment and did so carefully.



SCHEDULE

As difficult as it was to describe how the gifted kindergarten should look, so too it is difficult to describe the daily schedule. This differs from September to May. In the fall there are more large group activities and more independent activities carried on simultaneously by the children. By spring each child is on his own reading level, and math level, and we are assigning him activities which correspond with the goals specifically set up for him in the areas of potential talent, affective goals, and other areas deemed appropriate to him. Likewise, he is working at the learning centers and may be involved in a typing program. He may also be involved in a number of projects of his own such as a play or planning a menu.

However, there are basic things we do each day. The children enter the room and put away their wraps. They hang the appropriate cards on the attendance hooks and get busy. About fifteen minutes later, they put their activities away and have morning exercises. This is usually followed by a short meeting conducted by the teacher. She uses this time to let the children know if anything out of the routine that will be going on, (today is R.I.F. Day), or remind them of regularly scheduled events, (remember the art teacher is coming to our room this afternoon). Any worksheets for the whole group are dispursed at this time. Any new learning centers or new routines can be discussed, (please put your books in your locker so that no one will trip over them). This is also a time to bring certain things to the attention of the class, (Denise is new in our class and she doesn't know where all the materials are. Please try to help her). Special occasions often bring on spontaneous discussions at times like this. One child remarked that he had seen a tickertape parade on television. Our discussion centered not on who the parade was for, or even on what tickertape was, but rather on how the city would dispose of all that paper! After this meeting which could last anywhere from a minute to an hour, we move on with the day. Many of these activities require a certain amount of time for completion before moving on to the next lesson. Each day, the teacher meets with $\frac{1}{4}$ of the children one at a time. They go over the child's work and see if there are any areas of difficulty or potential difficulty. Sometimes the teacher uses this meeting to work on a talent area and sometimes it's just a special time for each of them. It's a way of keeping in touch with each child. Each week, the teacher also works with a few children on their

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	-----Children Enter-----			-----Get Busy-----	
9:30		-----Opening Exercises-----	Daily Meeting-----		Music (9:40) with Mrs. Smith in our room.
10:00					
10:30					
11:00					Art(11:15) with Mrs. McConnell in Art Room.
11:30	-----Lunch-----	-----11:40-----	-----in our classroom-----		
12:00		-----Quiet Reading Time-----		-----15 minutes-----	
12:30					
1:00					
1:30		-----Dismissal-----		-----1:30-----	

READING-ADDISON WESLEY
SUPER KIDS CLUB

GROUPS

(1)

(2)

(3)

MATH-HEATH PROGRAM

MEET WITH-WHY

THINKING SKILLS BOOKS

COLOR _____

TALENT LESSONS

INTELLECTUAL

READING

MATH

SCIENCE

CREATIVE

LEADERSHIP

ART

MUSIC

PSYCHOMOTORIC

ONGOING ACTIVITIES-LEARNING CENTERS-

WORKSHEETS-BOOKLETS

PROGRAM SECRETARY

WITH CHILDREN

OTHER

MATERIALS NEEDED

PROGRAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SUPER KIDS READING					
HEALTH MATH					
DUSO GUIDANCE					
ART					
TALENT AREAS					
COOKING					
OTHER					

I.C.R.T.
R-READING
M-MATH

MONDAY	-----	-----	-----	-----
TUESDAY	-----	-----	-----	-----
WEDNESDAY	-----	-----	-----	-----
THURSDAY	-----	-----	-----	-----
FRIDAY	-----	-----	-----	-----

I.C.R.T.s. She checks to see if they have learned any of the skills since the last time they were checked. This information is kept on cards put out by Educational Progress Company for this purpose. These cards will stay with the child throughout the elementary grades. There is also time for DUSO, for playing games, for impromptu plays, and musicals. What we are trying to get across is that there is time for everything if the teacher keeps in mind that the children and their needs come first, not the almighty lesson plan. On page 62 and the following pages is a sample lesson plan format. The week's plans are there in much more detail than are usually found in a plan book, and yet there is leeway to "stop and smell the roses". How pitiful the teacher who can't run outside with her class and taste the first snowdrops because she has two more worksheets listed in her plan book for the day. How stifling it would be for a child who brings her turtles to school for them to be put aside, until show and tell time. What immediately comes to the minds of people working with these children is a picture of one or two running off to look up turtle in the Precyclopedia, someone else putting on slow, plodding turtle music, and a few people demonstrating a "turtle walk," and someone else making plans to put on a production of the Tortoise and the Hare. A lively discussion would probably ensue concerning the difference between tortises and turtles.

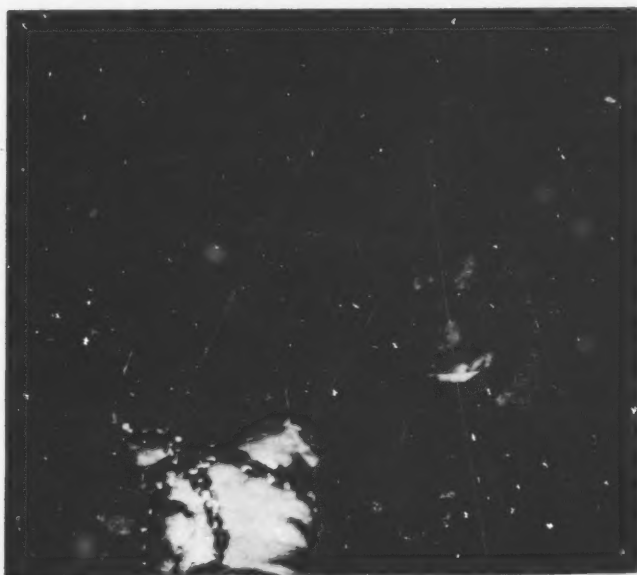
We don't have a "Daily Schedule". Therefore, we are not constantly ignoring it, and we are very comfortable with this situation. Anyone who glances at the weekly lesson plan, comes away with an appreciation for the amount of work which went into designing this "Disorganized Organization," and will know exactly what you are doing, and why you are doing it. So, please don't be hemmed in by those little squares in the plan book-make them work for you, or design your own book geared to fit your program.



PLAY AND THE SOI (STRUCTURE OF THE INTELLECT)

Although play time is not the only time we attempt to give practice in higher levels of thinking, we have purposely placed these two items together. Too often, we think of them as practically on opposite sides of the Curriculum for gifted children. Too many quasi intellectuals throw SOI into their conversations as if they had invented the term. Somehow this is meant as the password into the secret club of gifted educators. Likewise these same people look at you with raised eyebrows when you mention that the children play. It's as if they are saying to themselves, "The poor dear thinks gifted children still need to play. Think of all the time that's being wasted!" These are the ones who are missing a golden opportunity for wondrous and delightful learning experiences for both their children and themselves.

Believe it or not, a five year old can be gifted and still be a child! Because play is such a natural part of their lives, what better way to introduce concepts which stimulate-mental growth.



At the start of the project, we were inundated with manuals and guides teaching the teacher how to teach higher level thinking. There were excellent ideas contained in all of them. However, for the most part, the examples given were for older children and were set up for large group or small group situations. We chose to bring these

down to the kindergarten level and had very productive lessons. At the same time there were those who looked on in shock when we suggested that these children needed time to be children. They needed to play. It was thought that many more formal lessons could be incorporated into the time used for play. Semantics had us bogged down. What was fooling around, getting silly, playing house PLAY for one person was role playing,

experimenting, social interacting PLAY to another. There were some very caring people who wanted to fit our children into that stereotyped mold of the little bespeckled "professor" carrying a volume of the encyclopedia around. No way!

Permanently structured into our Curriculum is time to be children.

"Yes, you can play with the leggos. How many can you stack up before they collapse? O.K. now see if your guess was right. Is there a way of providing support so that you can build higher?"

"Yes, you can play dress up. How could you use the clothes to make an outfit for a Hawaiian dancer? Could you use the same items for a Lady in Waiting? What else could you use? Is there anything else you could use for your play? Did you consider music? Scenery?"

"How's the checker game coming? How many ways can you move that piece? Is one move better than another?"

"Do you know that your game is similar to one played by American Indian children? Look up games in this book and we will read about it. Have you added any rules to make the game more difficult? What could you do?"

If we are sincerely attempting to prepare our children for the real world why must we rely so heavily on artificial means. How much more meaningful are convergent and divergent thinking skills when applied to situations which present themselves in the classroom, and are of interest or concern to the children.

We do have large and small group lessons to specifically teach these terms. For example showing the children a picture of a wedding and asking the question, "Is this a beginning or an ending?" Or a picture of a giant tree being chopped down, or a rocket taking off into space. But we also use the entire day, the whole classroom experience, to teach and reinforce these thinking skills.

And to many uninitiated people, we do appear to play a lot. But what engrossing, involved, productive, creative play it is. Play is a means to an end with our kindergarten gifted children. And it is as valuable as all the pretesting and evaluating, all the workbooks and instructional lessons, all the Curriculum Guides and resource books a teacher can accumulate.

THE TEACHER

"Faster than a speeding bullet! More powerful than a locomotive! Able to leap tall buildings at a single bound! It's a bird! It's a plane!" No, just a few of the qualifications for the teacher of kindergarten gifted children. Being a Decathalon champ is helpful. So is having a few Marathon trophies in your past. Still interested? A degree in medicine and one in law would be good. Also in engineering, music, home economics, art, and computer programming. Oh, and of course a degree in teaching. A pilot's license would help as would being an alternate for the astronaut program. Proficiency in all indoor and outdoor sports and the ability to speak several foreign languages are also good. Being handy with needlework and with power tools is helpful. A background in philosophy and psychology is also a possibility. You could also be a grand master chess champion and a black belt in karate and judo. Angel wings would be a nice touch.

If you are still reading this there is hope for you. One of the prime requisites is not to take yourself seriously. A pompous, pious, puffed up person will get deflated about an hour into the first day of school. Another attribute would be a sense of humor. A teacher who can't laugh at themselves will find no humor in her work. And believe me, there are days that if you don't laugh, you cry.

You need to care. You need to care more about the welfare of your children than your own comfort. You need to be there for them and not vice versa.

Writing

the

Script



INTRODUCTION

In part one of this Guide, we explained the procedures we found useful in evaluating the children both for the program and in setting up their individual plans once placed in the room. Part two gave ideas for setting up the classroom and for materials to be used in working with the children.

In part three, we will explain how we plan the lessons for the children and how we incorporate all the different types of lessons into our daily plan. Since one of the objectives of this Guide is to be very practical, we thought it would be of value to show an average week's lesson plans, and how the information gathered in the fall is used to set it up. Also, the reader should discover how we are able to plan individually for our children without segmenting our class or driving ourselves crazy.

The following pages contain a week's lesson plans. After reading over them you will discover that they are explained fully on the pages following the plan. Initially, the plan appears to be rather difficult and time-consuming. It does take time to plan the week. However, the conscientious teacher can be assured that she is attempting to meet the needs of her individual children. The Guide does not lock the teacher into set time periods, or lessons, but rather frees the class to be creative, to be spontaneous. It permits input from the children. How unfortunate the class



in which there is no time to watch the thunderstorm", no time for "Diane's turtle", no time for the children! To many educators, the word "spontaneity" leaves a bad taste in the mouth. We teachers are to design our plans and our day to be totally predictable, totally prearranged. How boring! We all need room to grow, and we don't all grow in the same direction or at the same rate of speed. We do not all march to the beat of the same drummer, and this is especially true of our gifted children. There has to be time in the day for those special happenings and we cannot program them to happen on Friday afternoons at 1:00 p.m.

The lesson plan we use allows us the freedom to do other things. We are assured that the material we want to cover, and the goals we want to work on are done, but we don't have language arts at the same time every day. We don't always have a subject every day, yet the end result is that our children learn the skills, meet their goals, and are relaxed and enjoyed school a great deal.

It is too easy to set up a structured, formal lesson plan that fills every minute with "lessons." All of us have heard our fellow professionals express the concern that they might run short of lessons for the day and then have to fill in with something else. Our plan attacks from the opposite direction. The weekly plan is filled with "fill ins" but the daily schedule is flexible to allow for individual differences, for growth, and yes, for spontaneity.

The children help to guide the program; they help to decide the direction to take. However, the teacher sets the tone and is still very much in control of the situation. But she won't be found sitting behind her desk with her lesson plans clutched in her sweaty little hands.

LESSON PLAN

1. Routines

The weekly lesson plan is seven pages long. The first page is a plan of the week as far as those events which are part of the routine. For example, we include the time of arrival, lunch time, dismissal, special subjects, and the fifteen minute quiet reading time we have every day after lunch. There is space on here also to include any large group lessons or events which occur during the school year. A large group lesson is not explained here, but rather just fitted into a time slot. The purpose of the lesson will be explained on another page. Other events which could be included on this page might be birthdays, special assemblies, visitors, parent conferences, and the like. At the top of the page we include the dates for the week and also give the plan a number. Plan one corresponds with the first week of school; plan 22 corresponds with the twenty second week of school. This numerical designation becomes useful when used in conjunction with the individual IEP's. When we have worked on a particular goal for a child, or group of children during a given week, we write the week number on the child's IEP goal sheet. In this way, the teacher can see at a glance through the IEP's whether she is working on the goals or not. This also helps to keep the goals fresh in the teacher's mind as she goes through them once a week at least. In order to alert herself to the fact that she has included work on a goal in her plans, the teacher can underline the child's name in the plan. Later, it is easier to spot the goals within the plan. Once again this may appear to be a great deal of work. The teacher will discover, however, that she can be quite confident that she is meeting the needs of her class on a regular basis.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Play Gershwin Record Children Enter		Play Strauss Record Get Busy	Maureen's Birthday	
9:30	Opening Exercises		Daily Meeting Plan for Parent Party		Music (9:40) with Mrs. Smith in our room.
10:00					
10:30					10:15- Finals of Mastermind Jr. Tournament
11:00	Tommy to Miss Wertz. for Art				Art(11:15) with Mrs. McConnell in Art Room.
		Divergent Thinking Lesson			
11:30	Lunch	11:40	in our classroom		
12:00		Quiet Reading Time		15 minutes	
12:30	DUSO	DUSO	Lg. grp. lesson on skeletal system (Inside Me-DLM)	DUSO	
1:00		Lori to leave at 1:00 for Drs. Apt.			
1:30		Dismissal		1:30	

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Jan. 19-23/81

GROUPS

(1) Meet the Superkids	(2) Superkids Club	(3) More Adventures
Book I i-short i sound Review g, o pp. 5, 6, 7, 8, 9, 10, 11 worksheets 44, 45, 46 tape 8-pts. 2, 3 Andy Susan Judy Tim Maureen Jimmy	Book I encode words follow directions match letters Lesson 9-24, 25, 26, 27 tape 1 worksheets 9, 10 Lesson 10-28, 29 group story memory encoding words sound letter correspondence follow directions Ellen, Jeff, Tommy, Tina, Lori	skill bk. 17, 18, 19, 20, 21 worksheets 6, 7 identify pronouns th wh memory words question mark Bob, Karen, Craig S.R.A. Kurt-Rose Barbara-Red
MATH-HEATH PROGRAM		MEET WITH-WHY
Ch. 3-sums to 10 pp. 66, 67, 68, 69, 70, 71 72. basic sk. sheets 27, 30, 31 Susan, Tommy, Jeff, Barbara	Ch. 5 Sub. to 10 A solving problems pp. 129, 130, 131, 132. basic sk. sh. 52 Craig, Tim, Lori, Karen, Andy B subtraction Equations pp 123, 124 basic sk. sh. 49 Kurt, Judy, Craig	Maureen-getting upset about her enrichment worksh. Jimmy needs pre test for ch. 5
THINKING SKILLS BOOKS	Page	COLOR Gold
pp 43, 44 analogies Lori, Kurt, Ellen, Jeff, - need help	66-reversals 67-verbal meaning 68 " " 69 reasoning 70 " " 71 Motor Coordination Andy, Susan, Tommy, Barbara, Jimmy	501 Lesson Divergent Thinking Show pictures of a wedding, forest fire, child in bed, etc. Ask-"Is this a beginning or an ending?"

TALENT LESSONS

INTELLECTUAL

Mastermind, Jr Tournament
Pick names out of hat for
pairings - Final on Friday

Bob, Karen, Tina, Andy
"Hidden Rods, Hidden Numbers"
Cuisinaire Rods, p.33

READING

Bob - move into SRA Reading
Craig - needs recipe books
to plan Parent Party Menu

Karen, Bob, Craig, Barbara, Lori,
Ellen - create poems for
Valentine Cards

MATH

Tim's Jelly Bean counting
contest - Tue.

Tommy, Lori - plan second side of
Gazebo - How many strings? Horizontal/
Vertical?

SCIENCE

Tina, Susan making chalk
3 T. Plaster of Paris
1 T water (show
1 + paint (class next week)

Butterflys Due
Barbara to give report on
them - suggest pre cyclopedia

CREATIVE

Maureen, Jeff to design
pattern for weaving on
side 2 of Gazebo, design
color, size of yarn

Susan - design banner to
Welcome parents - all to
help complete.

LEADERSHIP

Ellen - teach her dance to class

Judy - meet to discuss
progress of puppet show

Craig - form group to plan menu

Kurt - Mastermind Tournament

ART Maureen, Jeff, Jimmy, Andy - Gazebo

Tommy to visit Art Teacher during
demonstration of pottery throwing
Mon. - 4th Period.

MUSIC

Karen - plan appropriate music to welcome Butterflys
Jimmy + Kurt want to give a recital on water glasses -
check them out

PSYCHOMOTORIC

Andy, Judy - to type menu for Parent Party Booklets
Ellen - make up butterfly dance to teach others.

ONGOING ACTIVITIES-LEARNING CENTERS-

Mastermind Jr. Tournament
Elimination...one game...
Finals Friday
Check Monday to make sure
everyone knows rules.

Weaving-side 2 of Gazebo

Chalk-see Science Talent

Parent Party-hand out assignments

Ongoing

Tangram Cards
Language Arts Cards
Math Addition Cards
Money "Wipe Off"
"Making Change"
Thinking Patterns
Perceptual Puzzles
Poke + Pull Blends
Sewing Machine
Puppet Show
Butterflies
Eggs hatch next week

WORKSHEETS-BOOKLETS

① The Skeletal System
follow up to lesson acquainting children with their bodies

② Butterfly-in conjunction with Butterflies coming out.
Observe butterflies + find parts on worksheet. Use
imagination to color + name them.

③ Addition Patterns (to 20) 6 pages { Craig Lori Andy
follow up to addition work { Tim Karen Jimmy

④ Cuisinaire Rods-addition + subtraction practice
use of rods.
Picture (9) check answers with partner
Puzzles Ellen, Bob, Maureen, Jimmy

⑤ Simple Rhymes & Poetry
Intro. to different types of poetry (4)
Karen, Barbara, Craig, Lori, Ellen

PROGRAM SECRETARY

WITH CHILDREN

Con't Typing Program
start - Judy
Craig
Tommy

Monitor Mastermind Tournament
Check Susan's Math
Check Goldbooks - Karen, Maureen, Craig, Tim

Use staple gun to put warp on Gazebo
to specifications of Tommy, Lori

OTHER

Check Butterflies daily
Check Eggs - make sure 6th graders are
turning them

Type pp. 27, 28 for Guide
Compile List of Companies ordered from
Get Conference reports ready

MATERIALS NEEDED

PROGRAM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SUPER KIDS READING	① 44, 45, 46, 48 ② 9, 10 + 4 ③ 6, 7	ice cream paper	super scene		
HEALTH MATH	SS 27, 30, 31, 49, 52			ch 5 pretest	
DUSO GUIDANCE	Unit VI Cycle C p. 124	R.P. card VI-C		Puppet Card VI-C	
ART	warp yarn	weaving yarn		paper for banner	
TALENT AREAS	Mastermind Game	Water Glasses	Paper for Parent Party Booklets	Paster of Paris Paint, small cups, stirrs, measuring spoons	
COOKING	Recipe Books				
OTHER	Worksheets Skeleton Butterfly Add Patterns Cuisinaire Poetry	Poster- Beginnings or Endings	Strauss Record		

Gershwin
Record

I.C.R.T.
R-READING
M-MATH

MONDAY	<u>Ellen</u> is more relaxed since we set up study schedule	<u>Bob</u> All work in order. Anxious to tape another story	<u>Jimmy</u> Abs. again - set up parent conference	<u>Tina</u> check Boehm Goals	R-Barbara M-Judy
TUESDAY	<u>Maureen</u> Wants to work on her own this week	<u>Craig</u> Menu for Parent Party ass. not done!	<u>Andy</u> Remind him about behavior gently	<u>Kurt</u> Go over Math. ass. - seems confused	R-Bob M-Karen
WEDNESDAY	<u>Lori</u> Wants another science project	<u>Barbara</u> Talk about good sportsmanship	<u>Jeff</u> Check on progress of Play Production	<u>Karen</u> needs more wood for project	R-Susan M-Craig
THURSDAY	<u>Susan</u> Having trouble with her math	<u>Tommy</u> seems more comfortable with other children	<u>Tim</u> Check to see if he wants to start typing program	<u>Judy</u> Find out what other materials she needs for Puppets	R-Tina M-Andy
FRIDAY	<u>Craig</u> check study habits	<u>Jimmy</u> Catch him up on work!	-----	-----	

2. Reading, Math, Thinking Skills Lessons

Page two of the plan deals with reading, math, and thinking skills lessons for the week. These reading lessons are not the only language arts lessons but are specifically reading lessons from the Addison-Wesley reading series that we use. The children are grouped on different levels for reading. However, we can and do overlap the lessons to meet the needs of the group. The first level of the program covers thirteen letters of the alphabet. More importantly, it works on all the short vowels. Children who are in the higher levels of the program sometimes work on these lower level booklets when they need to learn or review the short vowels.



The plan includes the material we hope to cover during the week. It also lists the pages and worksheets for the children. Because our groups are flexible, we also list the children who are working on this level. These lessons are more traditional in appearance than some of the others. However, we may work every day during the week, two or three days, or in some instances only one day. And there are occasions when we do not meet as a group at all.

The Heath Math Program, Level 1 meets our needs well. At the beginning of each chapter there is a pretest of the skills to be taught in the chapter. After administering the test and checking it, the teacher records the results on a separate form. According to the number of items the child misses, the teacher can decide which items to teach each child. There is a textbook, although the children do not have to do every page. There are worksheets for the children who need extra practice. And there are enrichment sheets to challenge those children who are not having difficulty with

the skills. The program also includes a take-home sheet for each chapter to let the parents know what we are working on in school. This program requires a certain amount of preparation and organization but it really pays off in the long run when the teacher is able to meet the needs of her children. At any given time, the lesson plans may show that there are one or more groups working on different skills within a chapter, or even in different chapters, and individuals working at their own level, and children who need help or encouragement with their work, and children who are ready for a pre or post-test at their level.

In the area of thinking skills, we use the SRA Thinking Skills Books, levels three (green) and four (gold). At the beginning of the year we work on the books together. In fact, this is a nice activity for those first few weeks of school. The children have their own book and they experience success with the first few easier activities. As the year progresses, we break the children down into groups and some children can and do prefer to work on the books at their own speed.

We do have specific strategies to teach the thinking skills. These work well as questions thrown out to the group when we have a few minutes or as an add on to another lesson. For example, the teacher might read a story to the class and then ask if there could be another ending to the story. She might ask the children what the ending might be if the story was changed, and so on. Thinking skills appear to become more meaningful if they are taken within the context of the material the children want to know. these lessons are also incorporated into group lessons and discussions with individual children.

3. Talent Lessons

Page three of the plan is used to compile the lessons to be used that week on goals related to the talent checklist. Some of these can be for small groups and others will be for individuals. There will be lessons which are for one time such as giving a small group of mathematically talented children a problem to solve. Others will take all week, or even overlap into another plan, such as a leadership assignment for a child who appears to have a leadership talent. For example, a child who is producing a puppet play may need longer than a week to meet his goal. By placing the plans for these children on a separate sheet, the teacher can tell at a glance if she is providing lessons in all of the talent areas, or is ignoring one that she may not feel especially comfortable with. Likewise, putting all of the talent lessons for the week together, it is easier to combine them. This is one of our goals for the program. We want to show the classroom teacher that she can meet the needs of the individual children within the framework of the classroom. An example of a lesson which combines talents would be one in which a child who is working on a leadership goal with puppets could also be responsible for designing the puppets (art, creative). The child who does a series of science experiments may make a book of his discoveries (reading). Because the lessons are here on one sheet, rather than listed separately in specific time segments, the teacher can involve these children in times that are right for them. She can extend these lessons or cut them short, depending on the feedback that she is getting from the children. This is another reason we find this type of lesson plan so useful.



4. Activities, Learning Centers, Worksheets

Page four covers two important areas: the ongoing activities and learning centers, and also the worksheets and booklets to be used this week. The first part refers to any centers which are in use in the room. If the center will be used for a number of weeks in the same way, we explain

it and show its purpose the first week it is used, and then we just list it during the following weeks that it is still being used. If the goals of the center change, (for example, a math learning center to practice addition to ten which is updated later to twenty), we show this change on sheet four. This is a good reminder to the teacher that these centers and activities should not overstay their welcome and should be changed when appropriate.

The second half of this sheet is for listing any worksheets or booklets which will be given to the children during this week. We try to avoid an overabundance of worksheets and busy work. By listing the papers to be given out we can make sure that we are not overburdening the children. For each sheet we also list the reasons for using it. More than once we have changed our minds about a paper when required to justify its use with our children. Not all workpapers are given out to all the children, so we sometimes need to list the children who should be given this work.



5. Aide or Volunteer Assignments

Page five will be of use only for the teacher who has an aide or dependable volunteers. Since part of our project included a program secretary to handle the typing and other duties surrounding publishing the Guides, we were also able to utilize her services as an aide. In order to better coordinate her activities in the room, this sheet of her responsibilities was made up. It was used mainly in reference to the children and did not include the many activities she was involved in as a secretary. It is

helpful for the teacher with an aide or other help as the assistant to be able to refer to this paper for what needs to be done rather than wait for the teacher to tell them what to do. This gives the aide a feeling of importance since she does not need to keep running to the teacher to find out what to do.

6. Materials Needed

Page six is an organizational sheet to be used to list the materials needed for the week. Some items can be listed when the plan is prepared initially such as those things needed each day for a DUSO lesson, or for the cooking project. Others may occur as the week goes on but there is still room to include them on the list.

7. Individual Meetings

Page seven refers to meetings the teacher has with each child. By scheduling each child for a meeting once a week and leaving a few spaces open, the teacher can be sure of giving each child some individual time each week and also have time to schedule someone for another meeting if the situation calls for it. This does not mean that this is the only time during the week that the teacher will talk with this child, but that she won't let any problems develop by not being in contact with each child. When preparing this list the teacher lists the children to meet with each day, and may add a few words about the outcome of the meeting.

The last column on the right refers to the I.C.R.T. checklists in reading and math. By listing one child in each area for each day, (we excluded Friday because of two special subjects this day), the teacher will be able to teach specific skills or bring the child's checklist up to date. Each child in a class of eighteen will meet with the teacher approximately every four or five weeks for each subject. So actually they will be meeting to work on specific I.C.R.T. goals about every two and a half weeks. This is just one more way the teacher works in the areas of language arts and math. This is also a good opportunity for the teacher to work on skills that other children may not need or that the child is having difficulty with. The I.C.R.T. Backups are useful for this as are almost any other ideas for teaching reading and math skills.

Daily Job Sheet

In addition to this seven page plan to be used each week, the teacher may find it helpful to jot down certain of the items she wants to accomplish from the plan for the next day. The plan itself should be always available to the teacher for reference during the day. We sometimes found keeping it on a clipboard helpful. As items were worked on or completed, they were checked off. If necessary short notes were included on the pages to call attention to lessons which were effective and those which were more in the disaster range.

To someone more familiar with the typical two page, five day lesson plan, this may seem like entirely too much work. Because we are trying to meet the needs of our individual children within the framework of the classroom, this plan will meet our needs. The I.E.P. is each child's individual plan and this is the plan for the whole class. It ties all our activities together but still allows for creativity and spontaneity. With this plan we can "stop and smell the roses".



A TYPICAL WEEK

Having explained the basic format of the plan, we will now give an example of a typical week and use it to show how we incorporate basic skill lessons, talent potential lessons, and SOI lessons into large group, small group, and individual activities in a meaningful classroom experience.

A glance at page one shows that it is not filled in solid. There are many spaces that can be used at the discretion of the teacher. She may have very formal lessons or more free time. However, she does have certain goals for this plan. The plan is for the twentieth week of school. Any goals worked on this week will have the number 20 placed somewhere on the goal sheet. A few large group lessons are listed. The divergent thinking lesson on Tuesday will be large group. Its purpose is explained in the plan. The plans for the party and the lesson on the skeletal system are also large group. The DUSO lessons are for the whole class. By placing them on this sheet time is set aside to gather everyone together for these activities.

The notes about Lori and Tommy are here for quick reference. Placing the note about Maureen's birthday assures the teacher that it won't be forgotten. The music will be played when the children first come in in the morning.

The teacher may be adding or changing the position of different items all week. When something has been completed on this or any other sheet, the teacher can just check it off. By the end of the week if anything has not been accomplished, the teacher can circle it or otherwise call attention to the fact that it should be added to the next week's plan or possible reevaluated for its worth.

The basic skill lessons are taught similarly to those in a more traditional atmosphere. However, the teacher does not need to use as much repetition and reiteration as the children usually pick up the skills more quickly than other children.

Another difference in the way these lessons are handled is that there is no set time of the day for any of them. Reading group 1 may meet once during the week or six or seven times. This might be determined by the type and amount of materials to be covered this week, by what other activities are going on in the room, and by the children themselves. Why teach a twenty minute lesson to children who are more interested in the emergence of butterflies from the cocoon than short vowels? Likewise group 3 as listed on the plan may get so involved with using question marks that they want to extend the lesson to an hour. It is much easier to work with a receptive audience; so too with five-year-old children.

Listed on the math assignment for the week are only 13 of the children. Others are working independently on other assignments at this time. One child is listed for two different groups. Jimmy needs to be tested. After this the teacher can fill in an appropriate assignment for him as a result of how he scored on the test. The pages for these basic skill assignments and lessons are listed separately so that the teacher can check them off as completed and see at a glance what work still needs to be completed. Only minimal explanation is given for these lessons as the directions and purpose for each lesson are listed clearly in the teacher's manuals for each book. Quite often, the teacher will be teaching I.C.R.T. basic skills in these lessons as the series and levels were chosen specifically to correlate with the skill needs of the children.



In the thinking skills book, some of the children are working independently and others are working in the more traditional small group situation. Once again, the teacher really needs to know her children well. Can the child handle this independence? Do they understand the directions? Can they read the information or does someone need to read it to them? Sometimes minimal directions can be given and other times a formal lesson needs to be taught to teach or reinforce the lesson.

What we want to get across to the teacher considering this program is that we do teach the basics. We just do not teach them in a traditional format of specific lessons at specific times every day, but we don't have traditional children either, and we do have success. The children have reading lessons, they have language experience, they have individual work on I.C.R.T. skills, some of them have reading talent lessons, although all benefit from these activities. They are read to a great deal and are given opportunities to read to others and to compose their own stories and poems. The children are a very receptive audience for the efforts of one another, possibly because each is working at a level which is challenging to him. The children see that some children are on a higher level and some on a lower level than themselves and this order is different in each area. They seem to be more empathetic towards one another. We do not have a language arts period; rather, we have allowed it to engulf our total day.

Math too is handled in many ways. During this particular week there were formal lessons, and the children were working independently. Math was used for the Intellectual Talent Area and for cooking, making chalk, designing a weaving frame, filling water glasses for a musical. There were learning centers on different math skills and also work booklets. Math did not stay within the confines of a structured lesson and every one benefited from this. Even the Thinking Skills books can be handled in a multitude of ways to teach the skills. Not everyone learns in the same way or at the same rate of speed. The teacher must realize that although kindergarten children are small, their learning patterns must be respected. The connotation that kindergarten has for many people, even in the field of education, is that of a sort of "kiddy land", a play time sort of place. Those of us who are lucky enough to watch these children grow and expand their horizons realize how absurd this thinking is.

As mentioned earlier in this Guide, we prefer to teach the SOI lessons in a more informal setting. These lessons are not listed as they occur spontaneously throughout the day and the teacher must be able to inject them into situations as they arise. We did include an example of a more formal lesson although these are not done daily, but periodically during the school year. There are so many situations which occur in the classroom that allow the introduction or reinforcement of these skills that they are constantly being used by the teacher who is comfortable with these thinking

skills herself. A delightful lesson occurred one day while the children were waiting for lunches to be brought from the cafeteria. It started with a discussion about how to open a lunch box that appeared to be stuck and what methods could be used. Several children offered suggestions and the consequences of each were discussed. Then one child commented that one method might cause the lunch box to bleed. What color the blood might be, and why, occupied the children for the next several minutes. This discussion occurred spontaneously and went on with the teacher interjecting a few pointed questions when the conversation seemed to lag. Had the teacher set this up artificially, the chances are that it would not have gotten off the ground. Likewise if the children had been told to be quiet, or if the teacher had not wanted to bother with the children since it was her lunch time too, a golden opportunity would have been missed. There is no way of planning for this lesson in the planbook but it is as valuable as many of the plans listed. Remember, you have to get used to not quivering at the word "spontaneity".

A number of the skills being taught in the room are on learning centers. There are a variety of these in the room. Not all children may be interested in or able to handle all of them but they are available to the children. Children are asked to try those that are hard and they check their names off when completed. Some children enjoy this type of learning and



others have to be subtly pressured into trying them. We do not require the children to do all of the activities. A child who avoids a center is sending up signals that the perceptive teacher should pick up and deal with.

Worksheets and booklets are handled a little more formally. For some children the skill is listed on the sheet. For others the skill to be learned may be to become independent enough to take the paper and complete it without constant reminding from the teacher. One of the brightest students in the class could not remember to do his assignments, although they did not always challenge him. It was a real challenge to him to take an assignment and remember to complete it, and to learn to use his time wisely so that he could finish it in the time allotted. Another child automatically assumed that he could do anything given and did not care to be bored by doing the work. It was a shock to him to discover that there were some papers that could really challenge him. This was his learning experience. The paper may have been math patterns but the skill was a study skill for both children. Another child automatically assumed as papers were being handed out that she could not handle the work and would go home and be unable to sleep worrying about the work. She would arrive at school tired and upset and instead of trying to do the assignment and getting it behind her she would avoid it and only get more upset. The learning experience for this child was directed at building up her confidence and improving her study skills.

TALENT LESSONS

Talent lessons are handled in such a variety of ways that it would be impossible to show all of them. The booklets offered at a low cost from the RPYHT Project at the University of Illinois explain each of the talent areas at this level and give ideas for materials and activities. Use these only as a springboard. Your own situation, and class can offer so many ideas that the sky is the limit...unless you're into rocketry! Referring to the Talent Lessons on the plan you will see that there are formal lessons for small groups, individual assignments, and lessons which the children do not even realize are learning experiences.

Because one of our basic objectives is to involve the children in activities which are directed at their own growth in their potential talent areas, and which also contribute to the class as a whole, there is an overlapping of activities and a combination of talents.



1. Intellectual talent can be handled in a variety of ways. Obviously, we are not going to ignore the children who do not appear to be intellectually talented and there will be those who do not have this talent. According to the RPYHT Project, information memory, reasoning, learning ability, awareness, comprehension, and self-expression all contribute to the picture of an intellectually talented child. We have successfully used games of all types, stimulating questions thrown out to one child or to several, and also set up situations for one or more of these children to find solutions.

Books of all types are made available to the children and the child's own creativity has been encouraged.

Most important of all, the teacher has been available to these curious, interested and interesting children. One child had a very poor self image and thought of himself as being "goofy" and dumb. Unfortunately so did his parents. It took a great deal of time and effort to convince both him and them that he was intellectually talented. But as his confidence in himself grew, as his parents started to understand his creative and unusual ways of looking at situations, he started to grow emotionally and intellectually.

Most of all, the teacher needs to realize that these are her curious, questioning, children. Her job is to direct that curiosity, not stifle it.

The next three talents are all academic in origin--reading, math, and science. The teacher needs to become aware not only of the child's performance levels in these areas but also the child's interest in the areas.

2. The child who appears talented in reading will not necessarily come into the classroom with an encyclopedia under his arm or for that matter even be able to read more than a few sight words. He will, however, show an interest in books and pre-reading activities. He usually has an extensive vocabulary and the ability to correctly use longer, more involved sentences. Auditory and visual discrimination are good and the child usually has a good memory and understanding of material.

The children usually learn quickly in the formal skill lessons but they need more than that. They are often the first to volunteer ideas for language experience stories and enjoy word games, but these children need to be challenged more. Cassette tape recorders are a tool for the child with stories bursting out of him. The typewriter is another tool for the child whose fine motor skill cannot keep up with his mind. We often made these children a resource for reading directions and finding information in the resource books. They also copied recipes and other items on the typewriters for special events. On occasion, a child was put into the SRA lab but we avoided using this too much as it tended to isolate the child.

3. Math talent often showed itself most obviously in a child who could perform math problems in his head or who had an understanding of the relationship of numbers. These children enjoyed computing how many days till a birthday or how many cookies they would get during a party.

These children did not always do extremely well in the math skill areas as they did not want to be bothered with the routine practice and repetition involved with learning most math concepts. We often used manipulatives with great success with children possessing this aptitude. We were able to use the Cuisinaire rods extensively. Being manipulatives, they were a good "hands on" experience for five year olds and because the types of lessons which can be taught with them is practically limitless, they were an excellent investment.

We used calculators and Little Professors with the children. As far as we know, no one suffered any irreparable damage from these devices but some children were stimulated to try more and different types of math skills. The entire room was a resource for math lessons. Planning activities for the class, doubling recipes, measuring distances, even moving furniture required the skills of our math-talented children. Because they were needed for specific concrete purposes, the children were motivated to complete the assignments.

Checking the lesson plan, you can see two different types of lessons for the children with a potential math talent. One child, with minimal direction from the teacher is conducting a contest for determining the number of jelly beans in a jar. This contest is part of an experiment he is conducting on volume. He is placing the jelly beans in containers of different shapes each week and discovering how objects of very different shapes may have the same volume. As a byproduct of this lesson, he is developing his potential talent in leadership as he is in charge of the contests. Everyone is enjoying the contest and he is benefiting in both math and leadership, not to mention creativity as typified by the types of containers he chooses for the contest.

4. Science, that talent of the questioning mind, is the third academic talent. The child who wants "hands-on" experience to discover the how's and why's of objects and the child with advanced ability in understanding abstract concepts and cause-and-effect situations have potential science talent. They can usually generalize easily and are keen observers of similarities and differences in objects.

In dealing with this talent, the teacher's job is twofold. She must work to maintain and even increase the child's curiosity and desire to explore and she must also help the child to develop the skills needed to search out the answers to his questions.

Quite often at this level very little is done in the area of science. Unless the teacher has an interest herself in science, it is passed over or used as a fill-in when there is room in the plan. The emphasis is on reading and math and the attitude is that the child will get science later in school...besides how much can a five year old really learn about science? LOTS!

There are very few materials which in themselves fill the need of the teacher trying to meet the needs of the potentially talented child in science. And then again, the creative teacher can just look around her. Literally everything from soup to nuts can be adapted. Actually we did just that. We made stone soup in conjunction with a play of the same name we gave for Mother's Day. The typewriter and the sewing machine we took apart produced their share of nuts! Any material for the use of these children need to be "hands-on" items. The children need time to explore and investigate and also need more formal lessons and experiments set up by the teacher.

In the lesson plan, two children are going to make chalk. In the next week's plan they will be required to teach the other children how to do this. This week they will follow the formula (found by them in a teacher reference book made available to the children). Next week they will attempt to duplicate the experiment, make inferences, collect data as to whether the experiment can be duplicated and draw conclusions about this.

We were also hatching butterflies from cocoons this week. Although they provided interest for all the children, the science talented children were drawn to them and to hunting up information about the process they were

observing. As a sideline, the art and creatively talented children eagerly anticipated the appearance of the butterflies. The following week, our eggs were due to hatch. To say the least, this was a period of great creativity within the room. The butterflies cost about six dollars and the eggs and artificial hen were free on loan from a local agricultural organization. And they said it couldn't be done without all the funding!

The teacher who uses the talent sheet of the lesson plan will be less likely to ignore science or put it to the bottom of her list of priorities. An empty space glaring up at you is hard to ignore.

5. Not every child who is gifted is necessarily creative. Those who are are usually independent thinkers and performers in the classroom. They tend to be original, flexible, curious, and quite productive. These children have a good sense of humor and are full of energy. They may be your non-conforming daydreamer. They experiment, fantasize, and tend to be divergent thinkers. They may be at their most productive when to all appearances they are daydreaming in a sea of chaos and disorganization.



The wise teacher will respect this talent and accept it as a true talent. These are the children who spark the class. They keep everything hopping. They literally can and do make something out of nothing. It may not be the something you were hoping for but then again the very serendipitous nature of these children makes them a welcome addition to the classroom.

In our classroom, the teacher could have designed the wooden supported gazebo type of structure and even done the work herself (so the kids didn't mess it up!) Instead this became a goal for two of the children who appear

to have a potential talent in creativity. Their job involved certain givens the size and shape of the structure to be covered and certain unknowns which were up to the children's own creativity-what to use to weave on the warp and how to do it. This made for some very interesting and unusual and unexpected results.

The child who was assigned to design the banner for the parent party needed to include certain information and needed to make sure that everyone could contribute to the finished product and was given the opportunity to use her own imagination and creativity to design the banner. There would be time to come to her rescue if necessary but imagine her feeling of accomplishment in doing the project herself! And, yes, there are gifted children who need an ego boost at times.

6. Leadership is a talent area in which the potential is just peering out. These children may be the take charge boss who whips everyone into shape and then again this child may not be so overt. The child who gets along well with others, is socially adaptable, and has a genuine interest in others may also have a potential for leadership. Every child, regardless of how he displays his leadership potential, can be taught how to increase his effectiveness in this area. In this project, the children have been given assignments as leaders in both large group and small group situations, in those originated and directed by the teacher, and those initiated by the child. The assignments were geared to fit the needs of the particular child. Quite often the assignment is given in conjunction with another talent the child appears to have. For example, on the lesson plan, Ellen is to teach her butterfly (science) dance (music) to other children (leadership). Judy, who has talent in reading, art and music has organized a puppet show on her own. The teacher has given some direction and ideas for organization and Judy is putting on a production for the class. Kurt, who loves to play Mastermind, was put in charge of setting up and overseeing the Mastermind Tournament. Although this is one of the easier talent areas to intersperse into the overall plan, the activities should still be meaningful and purposful for the children involved. Another point to remember

is that these potential leaders need to learn also the skills of cooperation and acceptance of others in a leadership role.

The next two goals are those of the visual and performing arts, known to the rest of us as art and music. In these areas the child may be already performing well or the teacher may only observe a high degree of interest at this time.

7. The child with a potential talent in art usually is very observant of detail, design and composition. And often adds detail to his own work. The child's visual perception is high. Given an option, the child picks an art project and may work seriously on it.

How does the teacher attack this talent? Be interested, be observant, be appreciative. Work along with the child. Show him that what he does



is important. And, most important, allow the artist to be messy while in the throes of creating. How stifling to be told to clean up and not spill any paint while creating the ultimate spatter painting.



Obviously these children need all kinds of art materials and access to them. They need to be able to work in both two and three dimensional media. Besides clay, just about anything else that can be glued, mailed, or otherwise stuck together might be needed by these budding artists.

These children should be stimulated by books and objects to explore. They should be aided in learning how to use the tools of their "trade". They need to learn to appreciate the art of others and to have their own work acknowledged.

The art lessons for the week included a project for several children to work on together, thus fostering cooperation. The other activity is for a child with an obvious talent in working with clay to be permitted to observe an expert in working with clay at a higher level than is usually found on the kindergarten level.

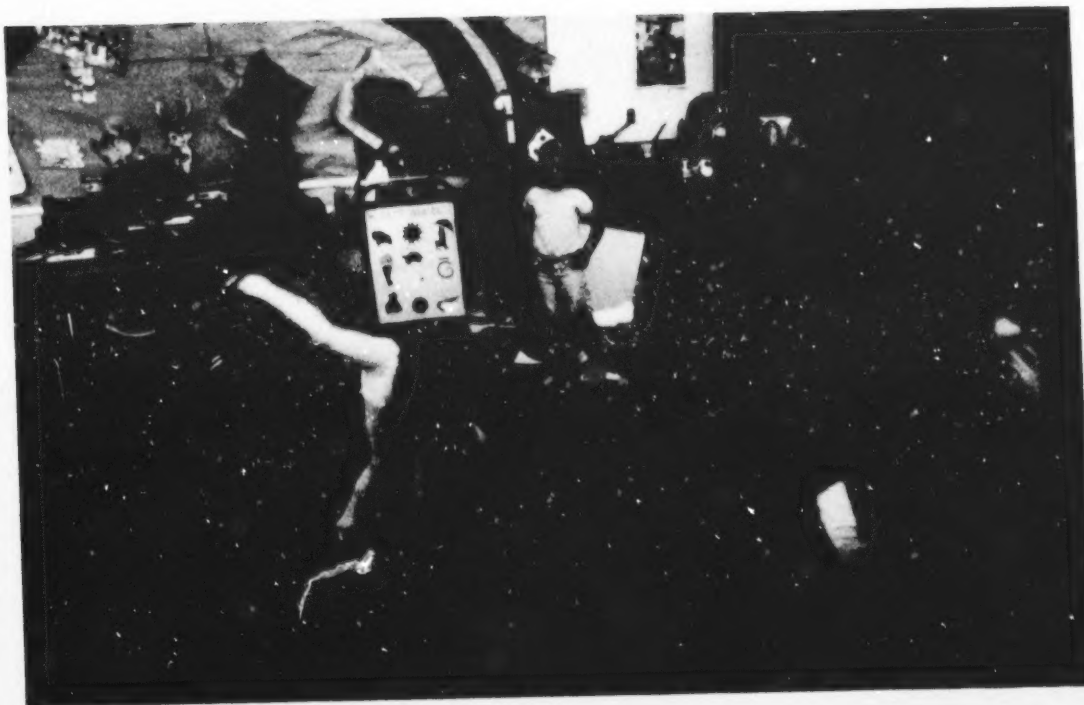
6. Music should be part of the whole classroom. Certain children will develop their talent in this area beyond the five year old level. Although many teachers who are musically inclined themselves may be uncomfortable with this area there are really many different ways to foster music talent.

These children have a high interest in music. They are able to pick out moods, patterns, and rhythms easily. They can often sing on pitch and enjoy demonstrating this skill.

Singing, moving to music, listening to music and playing instruments, all contribute to the growth of talent in this area. One point which the teacher should remember is not to limit these children or anyone in the class to that level of music which is traditionally thought to be kindergarten level.

In this week's lessons one child is searching through the collection in the classroom for music which reminds her of butterflies emerging from the cocoon. Because these children have not been tainted by the ideas that certain music is "long hair" or "stuffed shirt", she is free to sift through all types of music in her search. The boys who are giving the water glass recital are also performing a science experiment. They will also be using the piano to attain an octave for their musical production.

9. The last area, psychomotoric, refers to both fine and gross motor ability. These are the highly visual, physical, agile, dancing, climbing, jumping, coordinated children. These are also the shoe tyers, needle threaders, and scissor cutting experts. And these children have as much right to their talent as those who excel in reading and math. These children need room to move and a variety of activities to increase their potential.



Dancing, tumbling, creative dramatics, including pantomime, obstacle courses and other large muscle equipment are important. So are opportunities for fine motor work. The typical kindergarten classroom provides many experiences in fine motor work. One of the best pieces of equipment we found was the electric typewriter. Rather than wait until a child had shown skill in fine motor control, we started children on them for the purpose of increasing fine muscle control. Our talent area children in particular appreciated this activity.

On the week's plan, two children are responsible for typing the menu and recipes for the parent party for the following week. Both of these children have a talent in this area but neither likes sitting at the typewriter doing busy work. This activity has a specific visible purpose and both were delighted to perform the task.

The other child was given a gross motor activity which tied in with the science activities for the week and also with leadership and music.

All of the talent areas can be dealt with in the classroom by the caring, creative, teacher. All can be developed with meaningful lessons. The children can grow in their own ways and in their own time with the structure of the group. Our children did. And we had quite a garden!



CHARACTERISTICS OF GIFTED AND TALENTED PRESCHOOLERS

A gifted or talented preschooler might exhibit many of the following characteristics but would not be expected to be outstanding in all areas. Indeed, a child who demonstrates an extraordinary ability in just one area should not be overlooked, as precocity in one area alone is often an indication of giftedness. The preschooler often:

has a good memory as exemplified by an early ability to repeat verses, rhymes, songs, commercial jingles, etc., and to follow complex directions and remember events in order;

is an organizer or leader, able to manipulate or influence others;

has surprisingly adult perceptions of people's moods (may respond in a positive or negative manner);

is a self-starter and is self-directed;

plays well with older children;

speaks early and reads early;

has an extensive vocabulary and speaks in long sentences; communicates well - gets the point across;

communicates well with adults and attends well to adult conversation - comprehends what is said;

is an active listener; asks questions and attends to response, elaborating on or "checking" the answer;

has a fairly advanced spatial ability - is able to complete puzzles graded above his/her age; demonstrates an early ability to organize objects, perceives the order of objects in his/her environment and quickly notices changes or differences;

demonstrates problem-solving ability and an understanding of difficult concepts at an early age; has an ability to rationalize and can follow a logical sequence;

seems to probe deeper and is more curious and alert - has a compelling drive to learn;

demonstrates an ability to perceive different meanings for words, uses for objects or solutions to problems;

has an attention span that is probably indicative of degree of interest; may show boredom with typical tasks or not have time for anything other than an all-consuming interest;

displays an early sense of justice or concern for fairness, i.e., expects adults to adhere to rules as well as children for whom they are set.

Developed as a result of interviews with parents and teachers of gifted children, pediatricians, administrators and teachers in both public and private child care centers and kindergartens as well as a search of the available literature on early identification of gifted children.

DUVAL COUNTY SCHOOL SYSTEM, JACKSONVILLE, FLORIDA



CHILDREN'S SCHOOL
CARNEGIE-MELLON UNIVERSITY

AREAS OF OBSERVATION

THE ENVIRONMENT:

1. The environment is child-centered placing major emphasis upon self-learning rather than teacher-imposed learning.
2. The environment offers children many alternatives for involvement and interaction.
3. Materials are openly arranged for easy observation and use.
4. Many different activities go on simultaneously.
5. Manipulative materials are ample and diverse.
6. Books of reference and children's literature are varied, profuse and in use.
7. Many forms of instructional materials are available for each curricular subject.
8. The major space of the classroom is organized for common use although each child has a personal storage area.

THE TEACHER:

1. Teacher maintains an emotional climate that is warm, accepting and reinforcing.
2. Teacher divides day into large blocks of time within which children, with teacher help, determine their own routines.
3. Teacher encourages much creativity on part of children.
4. Teacher guides the learning activities of each child on basis of student's interaction with materials and equipment.
5. Teacher maintains constant and personal evaluation of progress with child.
6. Teacher encourages pupil self-evaluation of work.
7. Teacher moves about freely asking immediate, activity-based questions of students.
8. Teacher works with colleagues in a mutually-supportive and advisory capacity.

THE CHILDREN:

1. Children move about freely but not aimlessly (traffic patterns).
2. Children communicate quietly but freely with their peers.
3. Children work individually and in small groups most of the day (cueing).
4. Children voluntarily use many areas of the building and school yard as part of their school time.
5. Children engage in many forms of creative activity.
6. Children voluntarily group and regroup themselves.
7. Children exhibit open, original but self-disciplined modes of behavior.
8. Children spontaneously look at and discuss each other's work.



SCREENING INSTRUMENTS FOR PRE-SCHOOL GIFTED PROGRAM:

ABC Inventory
Norman Adain & George Blesch
Muskegon, MI

Preschool Inventory, Revised Edition-- 1970
Addison-Wesley Publ. Co.
Menlo Park, CA and Reading, Mass.

Cooperative Preschool Inventory
Educational Testing Service
Princeton, NJ and Berkeley, CA

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EXAMINATION MATERIALS

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1403.002	<u>Preschool Talent Checklists: Manual</u> by Merle B. Karnes and Associates (27 pages) Sept. 78.	\$2.80
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 Early Childhood: Art and Music by Merle B. Karnes,
 Paula Sabatino Strong, Suzanne Anderson, and Polly
 Kemp (52 pages) Nov. 78. \$4.00
- 1403.011 -Nurturing Psychomotor Talent in Early Childhood by
 Merle B. Karnes, Suzanne Anderson, Polly Kemp and
 Paula Sabatino Strong (27 pages) Nov. 78. \$2.50



SAMPLE SCREENING QUESTIONNAIRE WORKSHEET

DATE: 10/14/81 SCHOOL: Hollidaysburg
OBSERVER: K. Shuler

1. INTELLECTUAL

- A. IS CURIOUS ABOUT A VARIETY OF THINGS: WANTS TO KNOW "HOW" AND "WHY."
- B. LEARNS EASILY AND READILY.
- C. KNOWS ABOUT THINGS OF WHICH OTHER CHILDREN ARE UNAWARE.
- D. IS A KEEN AND ALERT OBSERVER: USUALLY "SEES MORE" OR "GETS MORE" OUT OF A STORY, FILM, ETC., THAN OTHERS.

SUBTOTAL

Judy	CHILD'S NAME	Sue	CHILD'S NAME
3		2	
2		3	
3		2	
3		2	
11		9	

Addison-Wesley Reading Program

Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025
(415) 854-0300

MEET THE SUPERKIDS

(Preprimer)

Set of 13 Skills Books (consumable)	20400	4.05
Teacher's Guides with Binder	20425	28.89
Cassettes with Binder Skills Sheets	20450	75.90
(duplicator masters)	20402	23.10

THE SUPERKIDS' CLUB

(Primer)

Set of 5 Skills Books (consumable)	20500	2.79
Teacher's Guides with Binder	20517	28.89
Cassettes with Binder Skills Sheets	20530	66.00
(duplicator masters)	20502	12.24

ADVENTURES OF THE SUPERKIDS (1-1)

Student Reader	20600	4.80
Set of 6 Skills Books (consumable)	20601	3.54
Teacher's Guides with Binder	20602	28.89
Skills Sheets (duplicator masters)	20603	15.18

SUPPLEMENTARY MATERIALS

Teacher's Resource Kit (Complete)	20540	70.38
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HEALTH MATHEMATICS--LEVEL 1

D. C. Heath and Company
125 Spring Street
Lexington, MA 02173

Orders: Call 800-428-8071

K-12 School Catalog 1982

*Level 1 student text (paper)	03406-1	5.10
*Teacher's edition	03407-X	13.50
Copy Masters	04081-9	6.60
*Basic Worksheets		
(duplicating masters)	01211-4	36.00
Basic Worksheets		
(workbook)	01212-2	2.25
*Basic Worksheets		
(teacher's edition)	01213-0	2.49
*Enrichment Worksheets		
(duplicating masters)	01215-7	36.00
Enrichment Worksheets (workbook)	01216-5	2.25
*Enrichment Worksheets		
(teacher's edition)	01217-3	2.49
Tests (duplicating masters)	01218-1	12.00
Personalized Learning Packet		
(duplicating masters)	03408-8	19.20
*Parent Involvement Packet		
(duplicating masters)	01524-5	6.30
*Problem Solving (workbook)	03321-9	2.40
Teacher's edition	03322-7	3.00
Spanish Basic Worksheets		
(duplicating masters)	04054-1	39.00
Spanish Tests		
(duplicating masters)	04072-X	15.00
Spanish Parent Involvement		
(duplicating masters)	04063-0	7.50

*Starred items used in Project Challenge.

Cuisinaire Materials

Cuisinaire Company of America, Inc.
12 Church Street
New Rochelle, NY 10805

*Cuisinaire Rods

* Patricia Davidson, Arlene Fair, and Grace Galton, Student Activity Cards for Cuisinaire Rods

*Books

An Introduction to Cuisinaire Rods

Maria Rizzo Marolda, Cuisinaire Alphabet Book

L. Roland Genise, Games and Enrichment Activities

Manon P. Charbonneau, Hidden Rods/Hidden Numbers

Patricia Davidson, Idea Book for Cuisinaire Rods at the Primary Level

Patricia S. Davidson, (Teacher Resource Guide and Student Workbooks),
One Digit Addition and Subtraction with Cuisinaire Rods

Patricia S. Davidson and Jeffrey B. Sellon, Picture Puzzles with Cuisinaire Rods

Evelyne M. Graham, Primary Math Coloring Book

Jessica Davidson, Using the Cuisinaire Rods

THINKING SKILLS BOOKS

Learning to Think Series, 1981 Edition
Science Research Association, Inc.
155 North Wacker Drive
Chicago, IL 60606

Orders: 800-621-0664

SRA Elementary School Division Catalog 1982

Red Book

Net Price

3-46972	Student Book (package of 5)	
	1-19 pkgs., each	\$10.50
	20-49 pkgs., each	9.45
	50 or more pkgs., each	7.88
3-6973	Teacher's Manual	5.25

Blue Book

3-46974	Student Book (package of 5)	
	1-19 pkgs., each	10.50
	20-49 pkgs., each	9.45
	50 or more pkgs., each	7.88
3-6975	Teacher's Manual	5.25

*Green Book

3-46976	Student Book (package of 5)	
	1-19 pkgs., each	10.50
	20-49 pkgs., each	9.45
	50 or more pkgs., each	7.88
3-6977	Teacher's Manual	5.25

*Gold Book

3-46978	Student Book (package of 5)	
	1-19 pkgs., each	10.50
	20-49 pkgs., each	9.45
	50 or more pkgs., each	7.88
3-6979	Teacher's Manual	5.25

*Starred items used in Project Challenge.

DUSO--Developing Understanding of Self and Others

AGS (American Guidance Service)
Publishers Building
Circle Pines, MN 55014
Toll Free 800-328-2560

X5500	DUSO-1, Revised	\$163.50
X5600	DUSO-2, Revised	97.50
X5499	DUSO-R, Sampler	5.00

Resources for Science

Alice Skelsey and Gloria Huckaby, Growing Up Green--Parents and Children Gardening Together, Workman Publishing Co., N.Y., 1973.

Becky and Charlie Daniel, I Wonder (Science Worksheets for the Primary Grades), Good Apple, Ill., 1980.

Shirley S. Price and Merle E. Price, Investigations in Science (Science Activity Cards) Classroom Chemistry, Creative Teaching Press, Inc., California, 1977.

Sara Bonnett Stein, The Kids Kitchen Takeover, Workman Publishing Co., N.Y. 1975.

Janet Nickelsburg, Nature Activities for Early Childhood, Addison-Wesley, California, 1976.

Deb Holmes, Natures Way (Songs, Ideas, Activities, and Environmental Investigations), Good Apple, Ill., 1980.

Sara Stein, The Science Book, Workman Publishing Co., N.Y., 1976.

Herb Strongin, Science on a Shoestring, Addison-Wesley, California, 1976.

Laurence B. White, Jr., Science Games, Addison-Wesley Publishing Co., Mass.

Laurence B. White, Jr., Science Puzzles, Addison-Wesley Publishing Co., Mass.

Laurence B. White, Jr., Science Toys, Addison-Wesley Publishing Co., Mass.

Laurence B. White, Jr., Science Tricks, Addison-Wesley Publishing Co., Mass.

Cook Books

Em Riggs and Barbara Darpinian, It's More Than A Cookbook, Learning Stuff, Modesto, California.

This is a set of recipe cards which also includes another set of cards with extended activities for the recipes. There is also a set of large posters covering kitchen and cooking rules. This was our most used reference tool in the kitchen.

Carolyn Buhai Haas, The Big Book of Recipes for Fun, CBH Publishing Co., Northfield, Ill., 1980.

Nancy Mehagian and Nancy Wagner, Classroom Cookery, Cypress Publishers Corp., Studio City, California, 1977.

Janet Bruno and Peggy Dakan, Cooking in the Classroom, Fearon-Pitman Publishers, Inc., Belmont, California, 1974.

Parents Nursery School, Kids Are Natural Cooks, Houghton Mifflin Co., Boston, Mass., 1974.

Patricia Barrett and Rosemary Dalton, The Kids Cookbook, Nitty Gritty Productions, Concord, California, 1973.

Nellie Edge, Kids in the Kitchen, Peninsula Publishing, Inc., Port Angeles, WA, 1975.

Gerald Knox, New Junior Cookbook, Meredith Corp., Des Moines, Iowa, 1979.

Peggy Ray, Peggy's Picture Cookbook, Mafex Association, Inc., Johnstown, PA, 1977.

IDEAS FOR USING THE TYPEWRITER

A. Typing Program

1. Follow back lessons in manual.
2. Use drill cards.

B. Other Uses

1. Type own name.
2. Type alphabet.
3. Type words.
4. Make a collection or book of his typed words.
5. Copy simple stories.
6. Make a book by drawing a picture to go with typed story.
7. Type lists, labels, rules, for room.
8. Language arts - drill.

Ex. b _ t
b _ t
b _ t

9. Letters to other children, parents.
10. Make up games.

Ex. Words hidden in maze of letters.

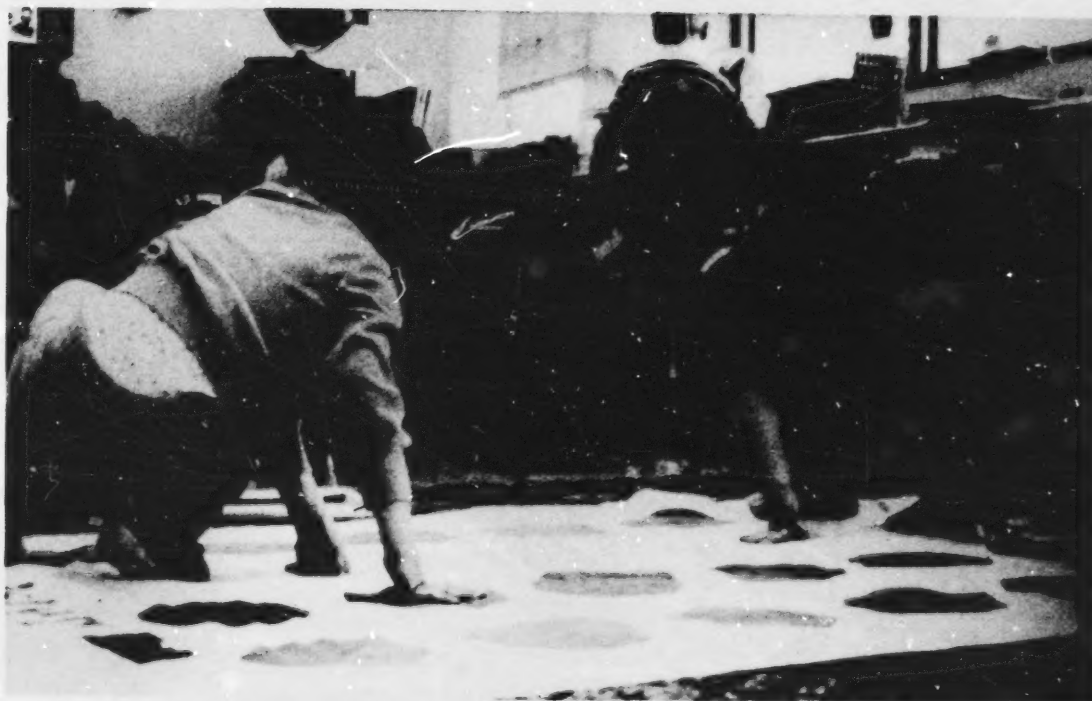
GAMES

Educational

Amusement Park Game
Backpack
Count Your Change
DLM Money Game
Figure It Out
Flip and Skip
Magic Silent E
Memory Card Game
Planet Pits
Read Around
Rhyming Zig Zag
Ron the Python
Short Vowel Tic Tac Toe
Silly Sounds
Word Trek

Commercial

Candy Land
Challenge Perfection
Checkers
Chinese Checkers
Chutes and Ladders
Concentration
Go Fish
Mancalla
Mastermind
Mastermind, Jr.
Numbers Up
Old Maid
Othello
Parcheesi
Password
Scrabble, Jr.
Sentence Scrabble
Simon
Spelling Bee
Twister



ART MATERIALS

brushes of all sizes
burlap
buttons
cardboard
cardboard tubes
catalogs
chalk
clay
crayons
eye droppers
fabric crayons
fabric scraps
feathers
foil
food coloring
glue
idea books
ink pads
magazines
markers
needles with large eyes
newspapers
nuts and nutshells
paper--all sizes, wieghts, colors, textures
paper bags
paper cups
paper plates
paste
pipe cleaners
poster paint
sand
sandpaper
sawdust
shells
stones and rocks
straws
string
styrofoam pieces
telephone wire
tissue paper
tree bark
wallpaper books
water colors
yarn--different thicknesses, all colors

Large Muscle Equipment

Balance Beam
Balls--many sizes
Climbing, sliding , swinging toys
Jump Robes
Large Blocks
Open Spaces within the room
Outside play and exploration areas
Records
Riding Toys
Rhythm Instruments
Sand Table
Scarfs
Trampoline
Tumbling Mat
Wading Pool filled with beans
Water Table--measuring cups, funnels, plastic tubes, simple pump, egg beater
Workbench--Assortment of wood and tools
--machines to be dismantled ex., camera, sewing machine, typewriter



Ideas for Using Audio-Visual Equipment

Animation Viewer

- practice letters, numbers
- other sheets available on multitude of subjects

Calculator

- drill
- games
- with worksheets

Camera

- pictures to accompany a story
- pictures of classroom events (scrapbook)
- pictures of unusual objects (What is this?)

Record Player

- music class
- background music
- rhythms
- music appreciation
- talking storybooks
- specific music for plays, programs, etc.

Tape Recorder

- lessons (reading, typing)
- tape children's stories
- sound effects

Simon, Spelling Bee - ideas included in directions



A Handbook for Parents of Young Gifted and Talented Children



This project was conducted under the direction of Appalachia Intermediate Unit 08 with the cooperation of the Hollidaysburg Area School District. Project Director was Randall L. Manning. Project Teacher was Kathleen Quinn Shuler. Program Secretary for the first two years was Linda Scholton.

Project address: Appalachia Intermediate Unit 08
Department for Exceptional Children
227 Bedford Street
Hollidaysburg, PA 16648

INTRODUCTION

You've just been told that your preschool child is "gifted"! What do you do now? What should you be doing? What shouldn't you do? Are you upset because this "genius" four year old isn't reading the New York Times? Or your brilliant five year old can't get his shoes on the right feet consistantly? Should you start treating this child differently than your other children? What should you do?

First relax. You have the same child you had last week before the testing. Second, do just what you are doing now. Make an effort to learn more about giftedness and what it will mean to your child and you. In order to help you become more informed on this subject, we have prepared this informational guide. We hope that it will answer some of your questions and help you discover where to find more information on giftedness.

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CHARACTERISTICS OF GIFTED AND TALENTED PRESCHOOLERS

A gifted or talented preschooler might exhibit many of the following characteristics but would not be expected to be outstanding in all areas. Indeed a child who demonstrates an extraordinary ability in just one area should not be overlooked, as precocity in one area alone is often an indication of giftedness. The preschooler may:

have a good memory as exemplified by an early ability to repeat verses, rhymes, songs, commercial jingles, etc., and to follow complex directions and remember events in order;

be an organizer or leader, able to manipulate or influence others;

have surprisingly adult perceptions of people's moods (may respond in a positive or negative manner);

be a self-starter and be self-directed;

play well with other children;

speak early and read early;

have an extensive vocabulary and speaks in long sentences; communicates well - get the point across;

communicate well with adults and attend well to adult conversation - comprehend what is said;

be an active listener; ask questions and attend to response, elaborating on or "checking" the answer;

have a fairly advanced spatial ability - be able to complete puzzles graded above his/her age; demonstrate an early ability to organize objects, perceive the order of objects in his/her environment and quickly notice changes or differences;

demonstrate problem-solving ability and an understanding of difficult concepts at an early age; have an ability to rationalize and can follow a logical sequence;

seem to probe deeper and be more curious and alert - have a compelling drive to learn;

demonstrate an ability to perceive different meanings for words, uses for objects or solutions to problems;

have an attention span that is probably indicative of degree of interest; may show boredom with typical tasks or not have time for anything other than an all-consuming interest;

display an early sense of justice or concern for fairness,
i.e., expects adults to adhere to rules as well as children for
whom they are set.

Developed as a result of interviews with parents and teachers of gifted
children, pediatricians, administrators and teachers in both public and
private child care centers and kindergartens as well as a search of the
available literature on early identification of gifted children.

DUVAL COUNTY SCHOOL SYSTEM, JACKSONVILLE, FLORIDA

TALENT AREAS

Just because a child has been labeled gifted does not mean that he is gifted across the board, in every area. It would be wrong of us to put an unnecessary burden of expectating high achievement in every field from our gifted children. For some, this is possible. But for many others, their talents are more specific. In the areas they do not appear to have a talent, these children may progress at a more typical rate of achievement.

The RAPHYHT Project, developed at the University of Illinois, Institute for Child Behavior and Development, RAPHYHT Project, 403 East Healey Street, Champaign, IL 61820; identifies nine areas of potential talent in preschool children. A child may appear to have a potential talent in all of them, in one of them, or, more likely, in two or more of them. They use the term "potential talent" because the child does not have to be performing in the area to have a potential talent in that area. For example, the four year old who can read the newspaper may have a talent in reading but so also may the five year old who cannot read a word but expresses great interest in the written word, who enjoys being read to a great deal, and who remembers what is read to him.

Many times, parents are surprised to discover that their child is gifted since the child is not performing like a "genius". If you have an understanding of the talent areas, you may discover things about your child you hadn't known. You may be able to spot some of these hidden potential talents.

The nine talent areas are: intellectual, reading, math, science, creativity, leadership, art, music, and psychomotoric.

A child with a potential talent in the intellectual area is usually alert and observant, very curious, and learns easily. He is often absorbed in activity and shows exceptional ability to solve problems. He knows about many things of which other children are unaware and can convey his ideas well.

Reading potential is exhibited by the child who is already reading. Children who use advanced vocabulary and an exceptional retention and understanding of what has been read to them may also fit into this category. These children often select books as an activity. They can show exceptional retention of letters and words and often have great interest in printing.

Children who like to weigh, measure, and count objects show a potential talent in math. They often show a strong interest in clocks, calendars, and money. Often they apply their math skills to other projects. They have a long attention span for math activities and can do some addition and subtraction.

A child appears to have a potential talent in science when he examines objects carefully, inquires about how things work, and shows a strong interest in science projects and experiments.

Creative children are often inquisitive, independent, non-conforming, imaginative, and flexible in the way they use materials. They have a keen sense of humor and a high energy level.

A potential talent in leadership is expressed by the child who can adapt readily to new situations, is self-confident, and assumes responsibility beyond what is expected for his age. Other children choose to play with him and he usually directs this play. He interacts easily with others and shows an awareness of the needs of others.

Art talent can be seen in the child who spends a great deal of time working on art projects, who includes a lot of detail in his pictures, and whose art work is original and superior to others his age. This child uses his materials in original ways and is very observant. He remembers in great detail what he has seen.

Music talent may be obvious. The child who sings in tune, shows a high interest in music activities and is sensitive to the mood of music has a potential talent. He may even be performing on a musical instrument at this early age. The child who can identify familiar rhythmic patterns and songs, who can identify higher and lower tones, and identify two melodies as the same or different also may have a potential talent in music.

Psychomotoric children are the jumpers, the runners, the climbers. They are very agile, and very strong. They have advanced skill in walking, running, climbing, jumping, kicking, throwing, and catching and can combine these skills. They are good game players. They like puzzles and games that require good eye-hand coordination.

As mentioned before, your child may show a potential talent in any number of these areas. The potential is there. It is up to you as a responsible and caring parent to help your child realize this potential.

WORKING WITH GIFTED PRESCHOOLERS

Now that your child has been labeled gifted should you stop doing the types of things you have been doing with your child and start reading the encyclopedia together? Why should you? You still have the same child. You've obviously been doing something right up to this point. What you need to do is look at the whole child-and that includes his giftedness.

Preschool children need time and room to explore, to discover. They need hands-on experience with such things as egg beaters, tools, typewriters, and building and imaginative toys. They need to be read to and to discover letters and numbers and what they mean. They need to interact with other children and with adults. They need to feel loved and wanted. Gifted children need all of the above. However, they need and want even more stimulation. They want to know the why and how of things. They want to explore places, situations, and possibilities. And this is the area that you, as a caring parent, can help your gifted child.

The thinking skills of gifted children need to grow and expand. Just as you see that your child gets enough exercise so too you need to make sure that he exercises his mind. You can do this as part of the every day activities you share with your child already.

<u>Thinking Skill</u>	<u>Suggested Activity</u>
Fluent Thinking	What could we do with a ball of string?
Originality	What else could we use that shoebox for? What if we were three inches tall?
Flexibility	What would you do if it rained cats and dogs tomorrow? What if you had a magic carpet?
Elaboration to expand an idea	If you were ten feet tall, what would you do? Where would you sleep? What games could you play?
Convergent Thinking use information they have to make decisions	What could we do if the car won't start? What if we are at the Mall when the car breaks down?
Divergent Thinking generate new information	How many ways could we put your clothes away?

As a parent you need to challenge your child to take risks, even with the chance of failure. Challenge them to look for many answers and not be satisfied with the obvious. You want to foster their curiosity and imagination. Basically, you want their minds to grow and expand just as their bodies do. Your child will learn to read when he is ready, not when the neighbor down the street ordains it. But his thinking skills need to be ready to meet his needs now and in the future.

ARE YOU A GIFTED PARENT?

Parents can play an important role in fostering children's growth and creativity. Here are some of the ways you can help. To how many can you truthfully answer yes?

Do you take your children to concerts, libraries, museums, galleries, the theater and other points of interest?

Do you provide a variety of materials--books, toys, puzzles, games--that will challenge the children's abilities and stimulate imagination?

Do you engage in sports and other playful activities with your children?

Do you give the children lessons in music, ballet, art, swimming, judo or whatever else you can afford?

Do you allow your children to use the kitchen, workshop, garage for experiments and activities?

Do you let your children learn about and share in some of your own hobbies and interests?

Do you assign household responsibilities and other tasks that are appropriate to your children's age and coincide with new interests?

Do you help your children make their own plans and decisions, permitting greater independence as their ability to assume responsibility increases?

Do you answer your children's questions with patience and good humor?

Do you avoid comparing one child to a brother, sister, friends or companions?

Do you encourage your children to record thoughts, ideas, in a notebook, diary, scrapbook?

Do you provide materials for your children's hobbies?

Do you find something specific to praise when your children show you their work (a generalized compliment means especially little to the gifted child)?

Do you permit your children ample time for thinking and day-dreaming? Remember, just because they don't look as though they're doing anything doesn't mean that their minds aren't going a mile a minute.

An important reminder: There is a major difference between promoting and supporting children's talents--and pressuring them into exceeding their limits. You must guard as much against overestimating as underestimating their unique aptitudes. It is here that your real "giftedness" as a parent will come into play.

HINTS FOR PARENTS AND EDUCATORS

1. Remember they are children first and gifted second.
2. Don't compare gifted children to non-gifted brothers or sisters.
3. Don't expect "high" all the time.
4. Praise them and praise them for trying.
5. Let them do what they say or think they can. Allow them to be independent in spirit and action.
6. Let them specialize. (dinosaurs)
7. Encourage originality and creativity.
8. Develop pride in their original work.
9. LISTEN-questions are important.
10. Give undivided attention at all times.
11. Children don't have to be gainfully employed every minute.
12. There must be time to do childish things-and to "waste time" letting them think.
13. Over-scheduled kids never learn to manage their own time.
14. Social-emotional development takes time.
15. Be tolerant of weird ideas and strange notions.
16. There is a fine line between encouraging and pushing-or reaching out and pulling away.
17. Examine your own attitudes. Be comfortable at your own level, don't feel threatened if your child is smarter than you.
18. Work hard at being involved with your kids as much as possible.
19. Attitude is important. It must be one of acceptance and pride. Get it by believing-I can get anything I want if I work hard. If I want it badly enough and will be patient I can be successful.

OTHER SOURCES OF INFORMATION ON THE GIFTED:

American Association for Gifted Children
15 Gramercy Park
New York, NY 10003

American Mensa Limited
1701 W. Third Street, Suite 1-R
Brooklyn, NY 11223

National Association for Creative Children & Adults
8080 Springvalley Drive
Cincinnati, OH 45236

National Association for Gifted Children
2070 County Road H
St. Paul, MN 55112
612/784-3475

National Center for the Gifted
P.O. Box 3073
Rockford, IL 61106

National State Leadership Training
Institute for Gifted & Talented
316 W. Second Street
Los Angeles, CA 90012

Office of Gifted & Talented
U.S. Office of Education
Donahoe Bldg., Room 3835
400 Sixth Street S.W.
Washington, DC 20202
202/245-2482

P.A.G.E.
P.O. Box 533
Hollidaysburg, PA 16648
814/695-6555

MATERIALS

We are often asked what types of toys and books are best for young, gifted children. As a result of working with gifted kindergarten children for three years, we have discovered some suggestions which would be worthwhile items for Christmas, birthday, or other gift occasions.

There is one catalog in particular which deals directly with the gifted. Some of their materials are too old for your child now, but your child is getting older not younger. A number of their games and books are appropriate for young children. This might be a good source for current materials in this field. Their catalogs are free.

Resources for the Gifted, Inc.
3421 North 44th Street
Phoenix, AZ 85018

Other items you might consider are:

Typewriter - This helps improve fine motor skills while teaching reading.

It also allows the child who can read but cannot write well, to compose and create.

Tape recorder - Besides the obvious use, it can be used to create and compose stories and poems.

Mastermind Games - There are several on the market. You might want to start with Walt Disney Mastermind which uses familiar fairy characters as the pawns.

Tangrams - These are an ancient Chinese form of puzzle using seven basic pieces to form an unlimited number of shapes. There are books available at better book stores which give designs to be filled in with tangrams which are also included.

Games - Checkers, Chess, Othello, Monocalla, Chinese Checkers and other games of strategy teach thinking skills.

Art Materials - Open-ended materials are best such as the Anti-Coloring Books which spark creativity and are not simply a page to fill in the colors.

Books - Don't stick with preschool books. Challenge your child with books on subjects that might interest him, books that you must read to him, books about realistic subjects and also those books that spark his imagination. Read to your child, have him read to you, even if

the story is made up ... Dictionaries and Encyclopedias are now available at an appropriate level for young children. Poetry will become a treasured friend to a child who is introduced to it at an early level.

This is not a complete list. Your own common sense and the interests of your children will help to guide you.

DIFFERENTIATED EDUCATION FOR THE GIFTED

Gifted children need an educational program geared to fit their needs. Because these children have learning styles which differ from other children and because they tend to learn things more quickly, they need a program geared to fit their needs. You would not hesitate to search for the most appropriate program for your handicapped child. So too, you must not place unnecessary handicaps on your gifted child by expecting him to adapt to the typical kindergarten program.

Gifted children are restless, both intellectually and physically. They need a flexible program which will challenge them. The curriculum should be relevant to your child's needs. Should your child spend a year "learning" beginning consonant sounds when she's been reading for two years? Is spending a week learning the color red appropriate for a child who is learning about hues and shading in a private painting class? This is not meant to put down kindergarten programs. Kindergarten teachers work with children who have a great range of ability and try to teach to the middle range. Your gifted child, at the upper end of the scale, may get bored and restless. Instead of spending a profitable first year in school, your child may end up a discipline problem or just be turned off to school.

A good gifted program will make children eager for school and full of enthusiasm. It should meet the needs of all the children, both in the areas of their potential talents and also in the areas in which they are at a more basic level. The program should provide also for the different learning styles of children. The curriculum should challenge the child. This does not mean load him down with work. Probably the key to any good program is the teacher. Does the teacher have an understanding of gifted children? Is the teacher creative, resourceful, and most of all sensitive to the needs of her children? A good teacher looks at the whole child--physically, mentally, emotionally, and socially and attempts to meet each child's need.

One of the most important aspects of a gifted program is that, rather than isolate your child from other children, it allows the child to learn and work with his peers. Gifted children challenge one another. Instead of dusting erasers because he's always the first one done in a regular classroom, the child is surrounded by equally curious, energetic learners who will spark him to learn more.

YOUR LEGAL RIGHTS

In Pennsylvania, children are considered "exceptional" if they are either mentally or physically handicapped or intellectually gifted. The law states also that exceptional children have the right to a free public education that befits their special instructional needs. You and your child have certain rights in regard to planning his educational program.

1. Before your child is tested, you must sign a "Request for Permission to Evaluate" form. You have a right to see the results of this evaluation.
2. If the evaluator feels that a gifted program is the most appropriate placement for your child, you will be asked to sign a form permitted your child to enter the gifted class.
3. If you choose not to place your child in the program or decide to remove the child from the program after he has started, you will be asked to sign again. This time your signature acknowledges that you are aware of the program being offered to your child, but you opt instead for placement in the regular classroom. By doing this, you give up the right to expect the teacher to change the curriculum to meet your child's needs.

If you place your child in a gifted program, an Individualized Education Program must be developed for the child. This is more commonly known as an I.E.P. This will not contain everything your child will be taught in school but rather those goals developed specifically for your child. The teacher will ask you to attend a conference with her. A representative of the school district will also be present. In this way, the district, the Intermediate Unit and the parents are all made aware of the child's I.E.P. After everyone has read and understood the plan, all present sign this I.E.P.

The I.E.P. is several pages long. The first page lists vital information about the child: name, date of birth, age, address, phone number, parents. It states what program the child is in (i.e. gifted kindergarten) and any other services and programs offered (i.e. speech & hearing, physical education program). The date for the start of this program also appears here. There is a place on this sheet for all the participants of the conference to sign.

The second page is a statement of the child's present levels of educational performance. The results of the I.Q. test would be here. Also, any other information gathered about the child, either through testing or observation and evaluation, would be listed here.

Following this page is one or more pages of annual goals for the child. On each annual goal sheet, there is a list of short-term objectives which will help the child attain the annual goal. The teacher will also state on this page the procedures she will use to evaluate the child's progress towards attaining these goals. The goals may refer to reading, math, or other academic skills, to specific skills needed by the child (i.e. typing, divergent thinking, telling time), to emotional or social needs of the child (i.e. "Michael will have more confidence in himself") or to talent areas (i.e. "Adam will develop his potential in leadership").

After all the participants have signed the cover sheet of the I.E.P., each will get a copy of the entire plan. Throughout the school year, the teacher will be updating the I.E.P. and letting you know as your child reaches his short term objectives, annual goals, and also when she may add other goals to the plan.

It is your right, guaranteed by law, to participate in this conference. You are your child's strongest advocate and it is up to you to see that your child is placed in the program and is offered the educational plan which will best meet his needs.

REFERENCES--OTHER SOURCES FOR FURTHER READING

The Creatively Gifted Child: Suggestions for Parents and Teachers
by Jou Khatena, 1978, 121 pp.

The author emphasizes the importance of parents and teachers in recognizing and identifying creatively gifted children through testing and encouraging them to develop their own potential.

Available from:

Vantage Press
516 West 34 Street
New York, NY 10001
\$6.95

Everyday Enrichment for Gifted Children at Home and School
by Herbert Kangher, 1977, 97 pp.

Intended for parents and teachers of gifted and talented children, the book provides enrichment suggestions in the areas of art, geography, reading and language, math, music, and science.

Available from:

James F. Cowan, Ed.D.
Ventura County Supt. of Schools Office
County Office Building
Ventura, CA 93001
\$3.75

The Gifted and Talented: A Handbook for Parents
by Jeanne L. Delp and Ruth A. Martinson, 83 pp.

Identification cause of neglect of gifted children and parents organizations for the gifted and talented are some of the topics in this 83 page book.

Available from

Ventura County Supt. Office of Schools
County Office Building
Ventura, CA 93001
\$3.45. Book No 6

Problems of the Gifted Child: IQ-150
by Sydney Bridges, 1973, 160 pp.

Presented is an overview of problems facing a gifted child and his family.

Available from:

Crane-Russak and Company, Inc.
347 Madison Avenue
New York, NY 10017
\$7.50

Gifted Young Children

by Wendy Conklin Roedell/Nancy Ewald Jackson/Halbert B. Robinson, Child Development Research Group, University of Washington

Available from:

Teachers College
1234 Amsterdam Avenue
New York, NY 10027

How to Help Your Gifted Child: A Handbook for Parents and Teachers

by Gina Ginsberg and Charles H. Harrison, 1977, 197 pp.

Intended for parents and teachers of gifted children the text draws on the experience of Gifted Child members in providing information dealing with and establishing an organization to serve the gifted.

Available from:

Monarch Press
Simon and Schuster Building
1230 Avenue of the Americas
New York, NY 10020
\$4.50

If You Think Your Child is Gifted

by Phyllis M. Pickard, 1976,, 160 pp.

Intended for parents of gifted children, the book provides information on gifted children through the centuries, the assessment of intelligence, the value of art, the role of parents and future trends.

Available from:

Linnet Books, The Shoe String Press, Inc.
P.O. Box 4327
955 Sherman Avenue
Hamden, CT 06514
\$9.50

National Network Directory Newsletter: A Directory of Parent Organizations for Parents of the Gifted

by the Gifted Child Society, 1976, 55 pp.

Intended for parents of gifted children the directory reports information on parent groups and the role of parents as teachers and advocates.

Available from: EDRS ED130484, ERIC, Document Reproduction Service, Box 190, Arlington, VA 22210

Nearly...Everything You've Always Wanted to Know about the Gifted and Talented
edited by Jane Nolle, 1976, 53 pp.

Contained in the booklet is information gathered from a variety of sources on the education of gifted and talented students included are such items as a list of the purposes and goals of the Wisconsin Council for the Gifted checklists and characteristics for identification of gifted children.

Available from: EDRS ED140553, ERIC, Document Reproduction Service, Box 190, Arlington, VA 22210

Your Gifted Child And You

by Felice Kaufmann, 1976, 44 pp.

Included are suggestions of things to do to foster creativity, ways to help children develop their interests, ways in which parents can organize to promote programs, and lists of parent involvement organizations in each state.

Available from:

Publication Sales

The Council for Exceptional Children

1920 Association Drive

Reston, VA 22091

\$4.25 Stock No 143

AGENCIES AND PERIODICALS

Agencies

American Association for Gifted Children
(AAGC)
15 Gramercy Park
New York, NY 10003
(212) 472-4266

The Association for the Gifted (TAG)
c/o Dr. Alexinia Y. Baldwin
Three Tyler Court
Guilderland, NY 12084
(518) 456-6254

ERIC Clearinghouse on Handicapped and
Gifted Children
Council for Exceptional children
1920 Association Drive
Reston, VA 22091
(800) 336-3728

Gifted Child Society
59 Glen Gray Road
Oakland, NJ 07436
(201) 337-7058

Gifted Child Studies
490 Hudson Street, Room 203
New York, NY 10014

MENSA
1701 West Third Street
Brooklyn, NY 11223
(212) 376-1925

National Association for Gifted Children
(NAGC)
217 Gregory Drive
Hot Springs, AR 71901
(501) 767-6933

National/State Leadership Training
Institute for the Gifted and Talented
Civic Center
316 West Second Street, PH-C
Los Angeles, CA 90012
(213) 489-7470

Office of Gifted and Talented
Department of Education
Donohoe Building, Room 3835
400 Sixth Street, S.W.
Washington, D.C. 20202

World Council of Gifted and Talented, Inc.
Box 218
Teachers College
Columbia University
New York, NY 10027

Periodicals

AGATE Newsletter. (Published by New York
State Advocacy Group for
Gifted/Talented) AGATE Ed. 328-A,
State University of New York,
1400 Washington Avenue
Albany, NY 12222

GATE (Gifted International), journal of
the World Council for Gifted and Talented
Children, Committee for Culture, 17
Stambalusk Street, Sofia, Bulgaria

G/C/T. (Edited by Marvin Gold) Box
66654, Mobile, AL 36606

Gifted Child Quarterly (Published by the
National Association for Gifted Children
and included with membership dues,
edited by John C. Gowan & Joyce
Jontune) 217 Gregory Drive, Hot Springs,
AR 71901

Gifted/Talented Education. (Edited by
Rudolph Pohl) P.O. Box 533, Branford, CT
06405.

*Journal of the Association of the
Gifted, Tag* (The Association for the
Gifted), and *Tag-Update*. (Published by
the Council for Exceptional Children, TAG
Division, and included as part of annual
membership dues) CEC, 1920 Association
Drive, Reston, VA 22091.

LTI Bulletin. (Published by the National/
State-Leadership Training Institute for the
Gifted and Talented) Ventura County
Superintendent of Schools, 535 East Main
Street, Ventura, CA 93009.

Roeper Review, Roeper City and
Country School, 2190 North Woodward
Avenue, Bloomfield Hills, MI 48013.